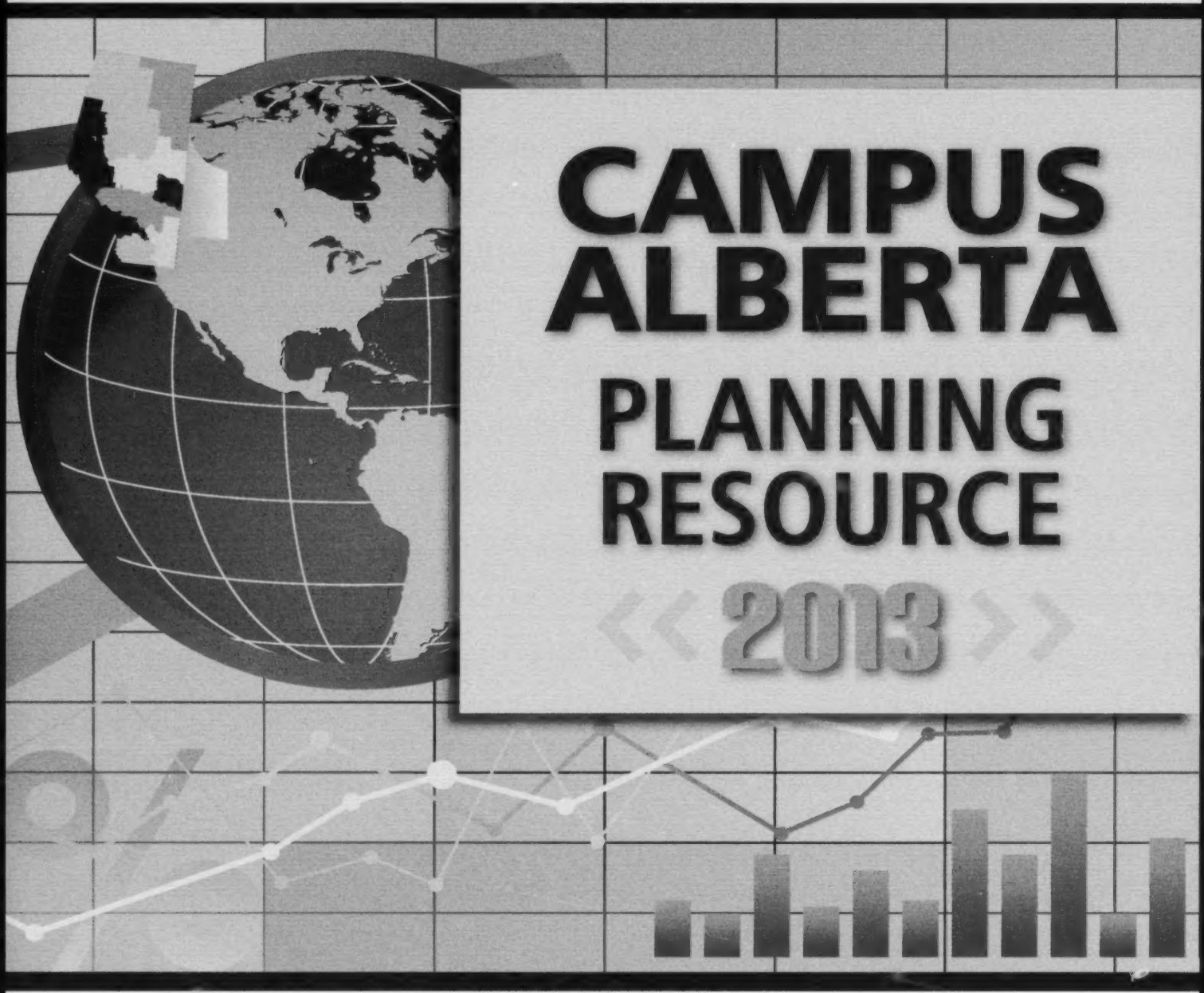

CAMPUS ALBERTA PLANNING RESOURCE

2013

Profiling Alberta's Advanced Learning System

Alberta Enterprise and Advanced Education

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Executive Summary

Opportunities and Challenges >>>

CAPR 2013 includes a wealth of information on factors that impact the Government of Alberta (GOA), advanced learning providers, and adult learners. These factors present both challenges and opportunities to those who engage with the advanced learning system and will shape the way that we address our work, our collaborative approaches and, ultimately, our ability to achieve the outcomes for which we strive.

Demographic Change

One trend that will present both challenges and opportunities for the advanced learning system is Alberta's ageing population. Although Alberta has a younger population than other Canadian provinces, the percentage of younger Albertans is shrinking while its older population is rapidly growing. This imbalance will place pressure on both the labour market and the advanced learning system as fewer young people will be participating in post-secondary education, resulting in fewer skilled workers to fill existing labour market gaps. As the number of ageing Albertans continues to rise, the demand for social services to support our ageing population will likely also increase, outpacing the supply of skilled workers in this area. As the skills gaps in these areas and others increases, post-secondary institutions will be challenged to provide greater numbers of graduates amidst the context of declining prime post-secondary-attending cohorts.

As more Albertans reach retirement age, the workforce will continue to shrink and the skills shortage will grow as gaps in organizational memory and knowledge transfer widen with the departure of retirees. While a challenge for industry and the economy, this trend also presents an opportunity for advanced learning graduates, who may have improved employment prospects. This growing skills gap will affect the advanced learning system from both sides as it copes with baby boom retirements among its own staff at the same time as facing demands to produce more skilled workers within the general population.

As this shift occurs, advanced learning providers will increasingly have to compete for learners from within Alberta and other Canadian jurisdictions. In addition, growth in the number of international students studying in Alberta has slowed and will likely create further competition among advanced learning providers, especially among institutions offering graduate degree programs where international students constitute the majority of attendees. Further competition is likely to come from the growing number of online learning providers that offer a wide variety of programs that are often less expensive and more readily available.

However, a growing aging population will also present many opportunities to advanced learning providers in the province. Alberta's aging population is also prompting a growing demand for continuing education and educational pathways for mature learners. An increase in mature learner demand will likely spur a wider range of programming options to support the diverse learning backgrounds, interest areas, and financial and time capacities of this group of learners. Accommodating this diversity may require some challenging adjustments within the advanced learning system but will also provide the opportunity to create innovative educational models.

Population growth among under-represented groups such as Aboriginals, immigrants, and people with disabilities continues to outpace that of other segments of the population. As these populations continue to grow, so does their interaction with the advanced learning system, which in turn creates an increasingly diverse learner population. As these groups increase their participation in the advanced learning system, it will be important to ensure that supports and services are in place to facilitate successful learning. In addition, strengthening collaborations with other advanced learning providers such as ESL and foundational learning providers will support successful learner integration and transitions. Advanced learning providers that offer flexible, accessible, and innovative learner pathways that draw on best practices will succeed in reaching these under-represented groups.

In addition, population growth in Alberta is disproportionately weighted toward urban centres, with most growth occurring in Alberta's bigger cities, especially in the Edmonton-Calgary corridor. This will add increased pressure on institutions in that corridor, while potentially creating imbalances with other sections of Campus Alberta.

As these demographic changes continue to impact the advanced learning system, advanced learning providers will need to be innovative and collaborative in the design and delivery of its education models. Alberta's demographic landscape is dynamic and, as it evolves, it will bring

challenges that will demand flexibility and new ways of thinking and operating, as well as opportunities that will provide diverse pathways to economic and social growth.

Labour Market Conditions and Fiscal Environment

Although 2013 has showed some economic growth in Alberta, the province remains vulnerable to uncertain global economic conditions, as well as factors closer to home. This ongoing global financial instability is creating uncertainty in the Canadian and Albertan economies. Alberta's resource-dependent economy and its vulnerability to the high Canadian dollar make future projections about economic growth uncertain. Natural disasters, such as the devastating flooding that impacted southern Alberta in June 2013 have also impacted both the Alberta economy, and government revenues, although both these effects pale in comparison to the impact on individual Albertans. As a result of these factors, the GOA's revenue streams are highly variable, making its future contribution levels to public services difficult to determine. This reality was felt acutely with changes to funding levels for a number of public expenditures announced in Budget 2013. Funding changes have had a significant impact on post-secondary institutions, and this impact is likely to continue as budget and programming adjustments are carried out across many Campus Alberta institutions.

Despite economic uncertainty and variable government revenues, skill shortages in Alberta's labour market continue to worsen. This shortage of skilled labour is expected to last into the next decade. Over the same time period, the number of jobs requiring a variety of post-secondary education, including apprenticeship and skills training, is also expected to increase. These skill shortages, combined with the shrinking working-age population, will undermine Alberta's economic productivity unless its skilled labour force is expanded.

These labour market and economic conditions will impact the advanced learning system in a variety of ways. As the primary source of skilled labour, advanced learning providers face significant scrutiny of their contributions to economic success and labour market strength. In partnership with the GOA, these providers must continue to respond to labour market demands as quickly as possible to help address the skill shortages in the Alberta economy. Doing so will put pressure on system resources, as advanced learning providers work to fully understand employer and labour market needs, align programming to meet these needs, and ensure learners are equipped with the skills and experience needed to successfully integrate into the labour market. It will also be important for education providers at all levels, as well as government and industry, to adequately communicate and disseminate information on relevant factors such as labour market demand, salary expectations, institutional specializations, and program enrolment capacities, so that students are supported in making informed decisions about their education. As we continue to focus on maintaining and building our competitiveness and productivity, industry and employers will play a greater role in the training and skills development of Alberta's workforce.

Although part of the advanced learning system's role is to help produce active and contributing members of Alberta's labour market, adult education is about more than producing skilled workers – it is also about fostering critical thinkers, artists, entrepreneurs and citizens that can engage effectively in an increasingly global society. Advanced learning providers play a valuable role in supporting the social and cultural vitality of our society. As we continue in this context of fiscal restraint, advanced learning providers will be tasked with finding the balance between meeting economic priorities and continuing to enrich the social and cultural lives of Albertans.

Post-secondary Education – Demand and Enrolment

While post-secondary demand and enrolment in Alberta remains steady, the trend of applicants limiting their application options (particularly by only applying to one Campus Alberta institution) continues to be an issue. These limitations may be due to unwillingness to relocate, application fees, or a lack of awareness of educational pathways across Campus Alberta. Some applicants may also apply to institutions outside of Alberta. Applicants who restrict their options to one institution will restrict their chances of participating in post-secondary education, particularly if they encounter capacity limitations found in many in-demand programs. In combination with the advanced learning system's uneven enrolment and capacity levels, the tendency for Alberta learners to limit their education choices creates further access and participation barriers, which could have a significant impact on Alberta's economy and society. In collaboration with its relevant partners, the GOA will need to promote greater awareness of the range of available learning pathways in Alberta's advanced learning system, while encouraging applicants to expand their educational options. As Alberta's learning providers continue to develop their collaborative partnerships new learning pathways will be developed and existing learning channels will be strengthened.

Enrolment in post-secondary education continues to increase. However, in recent years, it has grown at a more moderate pace, which may be partly due to Alberta's strong labour market growth. Enrolment growth has been slower among 18-34-year-olds, whose participation rate is the lowest in Canada. While the strong labour market may be drawing some young people away from post-secondary education, lower participation rates are also related to a variety of factors such as literacy rates, socio-

economic status, secondary education completions rates, student access, and rates of transfer between programs and institutions. While these factors are not exclusive to Alberta, the province's strong labour market and resource-based economy create a unique environment which allows many young people to transition directly into the job market before or after completing secondary education. While experience in the labour market can enhance the advanced learning process, strategies that attract those who are looking to enter or return to the advanced learning system after working will be important in ensuring that skills learned through employment are more seamlessly integrated with skills gained through education. The advanced learning system must, therefore, provide sufficient opportunities for access and mobility between providers so that all Albertans, particularly young people, are able to engage with the system in a way that meets their particular educational needs.

A significant opportunity for Alberta is that enrolment among self-identified Aboriginal people continues to grow. As a traditionally under-represented population in post-secondary education, increasing Aboriginal engagement in the advanced learning system remains a priority. Private vocational organizations and community advanced learning programs have also shown continued enrolment growth. As important providers of Alberta's foundational learning and professional development training, these organizations are a valuable component of the advanced learning system. Their close alignment with labour market demand can provide an effective bridge between educational and industry priorities. As they continue to be integrated into the advanced learning system, and their role in this system becomes better articulated, they will provide increasingly important learning outcomes for the province.

Enrolment trends in Alberta's advanced learning system indicate that while demand for post-secondary education remains high, it is not uniformly high across various demographics, socioeconomic backgrounds and educational experiences. The challenge for post-secondary institutions will be in addressing these issues, while confronting lower enrolment rates among those aged 18–34. Collaborative partnerships between institutions in various regions (and between institutions and community adult literacy and learning providers), flexible learner pathways, and strong communication of the opportunities available may help address these challenges.

In addition to high demand and enrolment, transferability of students among post-secondary institutions remains a vital priority for the GOA. Evidence indicates that at this time, transfer rates among post-secondary institutions are high. These transfers are multi-directional, are not geographically isolated, and occur between and within all six sectors of the system. This indicates that there is increased mobility among students within the system, although the vast majority still occur between Comprehensive Academic Research Institutions, Baccalaureate and Applied Studies Institutions, and Comprehensive Community Institutions. The high rate of transfer between these institutions suggests that, while learner demand is uneven across the advanced learning system and mobility between some providers is still limited, transfer between these three types of institutions is working more fluidly than ever. While this suggests collaboration among institutions is progressing, student demand for transfer among post-secondary institutions will likely to continue to climb, and institutions will need to ensure that their transfer credit process is robust enough to accommodate this increase.

Research Capacity

Research and innovation continue to play an important role in achieving quality of life for Albertans as well as helping the province meet its social, environmental, and economic objectives. After several years of substantial increases in provincial and federal support, research funding levels have flattened. In the context of budget limitations, Alberta's research and innovation system will be challenged to sustain core capacity and excellence. Enhancing coordination and alignment in the system will help to mitigate this challenge. Strategic alignment with the objectives outlined in the *Alberta Research and Innovation Plan* is intended to help concentrate expertise in key areas of research and focus on sustaining complementary strategic capacity. When collaborative effort, expertise, and capacity are aligned, the research and innovation system can produce transformative research impacts that support and advance the key outcomes for the research and innovation system. Such alignment can be achieved without sacrificing broader institutional priorities, emerging areas of opportunity and regional development objectives.

Limitations in funding can also be mitigated by exploring other potential areas of system collaboration, such as strategically sharing research facilities and services within and among Campus Alberta institutions. Doing so can help streamline research and administrative processes and potentially foster effective and efficient research collaborations.

A key mechanism for knowledge transfer into the economy is trained students sharing their expertise and skills with the private and public/non-profit sectors. As a result, continuous development in integrating research into the student experience will strengthen the quality of Alberta graduates and stimulate valuable research and innovation in other sectors. Ongoing engagement with industry and small to medium-sized enterprises will allow for faster and more effective knowledge transfer, improve commercialization processes and expand market opportunities.

Trends in sponsored research revenue, which constitutes research funding garnered outside of institutional operating

grants, highlight Alberta's role as a hub for valuable research activity. These trends also demonstrate that post-secondary institutions are vital to Alberta's research and innovation system. Because this system contributes to the province's strategic directions, the GOA has prioritized its development and has provided substantial sponsorship for research and development over the past few years. While support for the full spectrum of pure and applied research and development remains a priority, the government is also focusing on effective ways to connect researchers with industry and turning research into products and services of benefit to Albertans. All system stakeholders must work collaboratively on such efforts, and it is important for post-secondary institutions to communicate the value of their research activities to the public, and demonstrate the economic and social benefits that publicly funded research can bring to Albertans

Government and post-secondary institutions must continue to expand research capacity in Alberta to achieve the key outcomes articulated in the *Alberta Research and Innovation Plan*. Doing so will ensure that Alberta remains a leader in national research excellence and continues to raise its international profile in the global research and innovation context, while working toward its social, environmental, and economic goals.

What's New in CAPR 2013?

The following features are new to CAPR 2013:

- New National Household Survey data (Chapter 1).
- Post-secondary completion rates calculated using the new algorithm (Chapter 1).
- Expanded discussion on youth who are neither in school nor employed (Chapter 2).
- Expanded information on satisfaction with post-secondary education from Alberta Graduate Outcomes Survey of the class of 2009–10 (Chapter 3, Chapter 4).
- New measures (acceptance rate and conversion rate) that offer insights on learner demand for post-secondary education in Alberta (Chapter 5).
- Chapter overview and policy implications at the end of each chapter.

Geographic Service Regions >>>

Service regions are defined areas of the province that provide a framework for better understanding local factors relating to learning and programming at a regional level.

In consultation with stakeholders, regional boundaries were drawn based on dissemination area (DA) boundaries and the area generally served by Comprehensive Community Institutions (CCIs).

Where available, data is provided at the regional level to reflect the different contexts and unique regional circumstances that affect learners and learning providers. For example, factors such as in-migration, unemployment rates, demographics, and urban/rural mix all vary from one region to the next and affect institutional programming and the student services offered.

Regional boundaries for CCIs are meant to approximate general service regions and act as guidelines for planning purposes. CCIs align with service regions in order to enhance strategic planning, achieve access goals, and strengthen partnerships and collaboration. Regional boundaries provide a guide for CCIs in their stewardship role as they engage communities within their region and develop Comprehensive Institutional Plans. Because it focuses on distance delivery, Athabasca University is not allocated to any particular service region.

As a result of boundary changes, regional data presented in this edition of CAPR may not reconcile with that presented in previous iterations.

Geographic Service Regions >>>

Alberta's Publicly Funded Post-Secondary Institutions

Comprehensive Academic & Research Institutions

- UA University of Alberta
- UC University of Calgary
- UL University of Lethbridge
- AU Athabasca University

Baccalaureate & Applied Studies Institutions

- GMU Grant MacEwan University
- MRU Mount Royal University

Polytechnical Institutes

- NAIT Northern Alberta Institute of Technology
- SAIT Southern Alberta Institute of Technology

Comprehensive Community Institutions

- BVC Bow Valley College
- GPRC Grande Prairie Regional College
- KC Keyano College
- LLC Lakeland College
- LC Lethbridge College
- MHC Medicine Hat College
- NQC NorQuest College
- NLC Northern Lakes College
- OC Olds College
- PC Portage College
- RDC Red Deer College

Specialized Arts & Culture Institutions

- ACAD Alberta College of Art + Design
- BC The Banff Centre

Independent Academic Institutions

- AUC Ambrose University College
- CUC Canadian University College
- CUCA Concordia University College of Alberta
- SMUC St. Mary's University College
- TKUC The King's University College

Table of Contents

EXECUTIVE SUMMARY i
Opportunities and Challenges i
Geographic Service Regions v
CHAPTER ONE: PEOPLE 1
Population 2
Diversity 4
Migration 6
Educational Attainment and Literacy 8
CHAPTER TWO: ECONOMY 13
Budget 2013 and Economic Outlook 14
Employment and Labour Market Participation 16
Economy and Post-secondary Education 20
Labour Market Shortages 21
CHAPTER THREE: POST-SECONDARY EDUCATION 24
Post-secondary Participation 25
System Overview 26
Apprenticeship 32
Foundational Learning 35
Private Vocational Training 37
Student Funding 38
Aboriginal Learners 40
Students with Disabilities 42
CHAPTER FOUR: STUDENT FLOWS 44
High School Graduate Mobility and Transitions 45
Learner Mobility 46
Post-graduation Mobility 49
International Education 50
CHAPTER FIVE: DEMAND AND CAPACITY 56
Applying to Post-secondary Education 57
Learner Demand 59
Enrolment Projections 61
System Capacity 62
CHAPTER SIX: RESEARCH 66
System Overview 67
Sponsored Research Revenue 68
Personnel Engaged in Research and Development 69

Table of Contents

APPENDICES 71
Appendix A: Methodological Notes 72
Appendix B: Data Tables 76
Glossary 100
Endnotes 102

Chapter One

PEOPLE

Chapter Highlights >>>

- Alberta's population is increasing, but rates of increase are uneven across regions and subpopulations.
- Alberta's population is aging. Growth in the number of people outside the labour market (e.g., seniors) requiring social services is outpacing growth in the working-age population.
- Alberta does not have the population to meet its labour market demand.
- Alberta continues to be a top destination for immigrants to Canada and interprovincial migrants who will be important resources in helping Alberta meet its labour market demands.
- Strategies to attract and retain people are vital to economic and social prosperity.
- Alberta's educational attainment levels are on par with the Canadian average - largely because people who come to Alberta to work already have the necessary skills and education.
- The median age of Aboriginal Albertans is lower than the median age for non-Aboriginal Albertans. While their educational attainment has increased significantly over time, Aboriginal Albertans' educational attainment rates continue to be lower than those of the non-Aboriginal population.
- Literacy levels have been slow to increase among adult Albertans but are still higher than the Canadian average.

Population >>>

Alberta's strong economy, healthy job market and high quality of life draws people from other provinces in Canada and across the world. In 2012, Alberta had an unprecedented annual gain of 115,843 people, resulting in an annual population growth rate of 3.04%, the highest since 2006. Alberta's growth rate was the highest among all provinces in 2012.[1]

Components of Population Growth, Alberta, 2012

Total population (Jan. 1, 2012)	3,815,498
Net interprovincial migration	45,718
Net international migration	40,260
Natural increase (births – deaths)	29,865
Total Population (Jan. 1, 2013)	3,931,341

Source: Alberta Treasury Board and Finance – Quarterly Population Report: Fourth Quarter 2012.

Projected Population Growth

Between 2012 and 2022, Alberta's overall population is projected to increase by 21.4%, from 3,873,745 to 4,701,530. Overall population growth is anticipated for all service regions, ranging from a high of 45.7% (from 76,601 to 111,600) in the Keyano region to a low of 8.0% (from 76,034 to 82,088) in the Lakeland region.

Forecasted Population Growth by Service Region, All Ages

Geographic service region	2012 population	2022 population	% change
Calgary	1,425,631	1,783,286	25.1%
Central	309,257	367,156	18.7%
Edmonton	1,377,593	1,664,901	20.9%
Grande Prairie	149,618	173,594	16.0%
Keyano	76,601	111,600	45.7%
Lakeland	76,034	82,088	8.0%
Lethbridge	189,359	215,275	13.7%
Medicine Hat	112,163	129,089	15.1%
Northern Lakes	81,062	90,297	11.4%
Portage	76,428	84,246	10.2%
ALL	3,873,745	4,701,530	21.4%

Note: Figures may not total due to rounding.
Source: Alberta Treasury Board and Finance, 2013.

The projected growth is lower for the prime post-secondary-attending cohort—18- to 34-year-olds. Over 2012–22, the 18- to 34-year old population is expected to increase by 7.2% (from 1,023,473 to 1,097,390). At the service region level, most regions are expected to have an increase in 18 to 34 population, with Grande Prairie region (20.6%) and Northern Lakes region (16.5%) expected to have the highest projected increase. Portage region is the only region that is expected to have decrease (1.2%, from 18,144 to 17,922).

In terms of absolute numbers, the overall population increases are concentrated within the urban service regions of Edmonton and Calgary. This follows a global trend towards increased urbanization, and reflects the increasing enrolment levels among urban post-secondary institutions. Rising urban populations will likely strain the capacity of these institutions, many of which already have a capacity shortage.

In contrast to overall population trends, the largest increases among the 18 to 34-year-olds age group are expected to occur in the primarily rural regions of Grande Prairie (20.6%) and Northern Lakes (16.5%). These numbers suggest that, while the majority of urban growth will occur among the older working-age population (34-65 year olds), the prime post-secondary-attending cohort will show the most growth in northern rural regions. This growth may have some impact on institutional capacity in rural regions but existing capacity surpluses and projected lower enrolment levels (see Chapter 5) for these regions should allow institutions to accommodate predicted population increases.

Forecasted Population Growth by Service Region, 18–34 Years

Geographic service region	2012 population	2022 population	% change
Calgary	379,938	410,984	8.2%
Central	77,216	82,523	6.9%
Edmonton	373,904	393,040	5.1%
Grande Prairie	39,508	47,667	20.6%
Keyano	27,137	27,550	1.5%
Lakeland	16,208	17,534	8.2%
Lethbridge	45,234	49,052	8.4%
Medicine Hat	26,632	28,365	6.5%
Northern Lakes	19,551	22,752	16.5%
Portage	18,144	17,922	-1.2%
ALL	1,023,473	1,097,390	7.2%

Note: Figures may not total due to rounding.
Source: Alberta Treasury Board and Finance, 2013.

An Aging Population

Even though Alberta's population is one of the youngest among the provinces, its overall population is still aging due to the falling fertility rates and rising life expectancy. The median age of Alberta's population is anticipated to climb from 36.1 in 2012 to 40.7 in 2041. Over the same period, the proportion of Albertans aged 65 and over is expected to rise to between 17.6% and 21.3% of the population in 2041, from

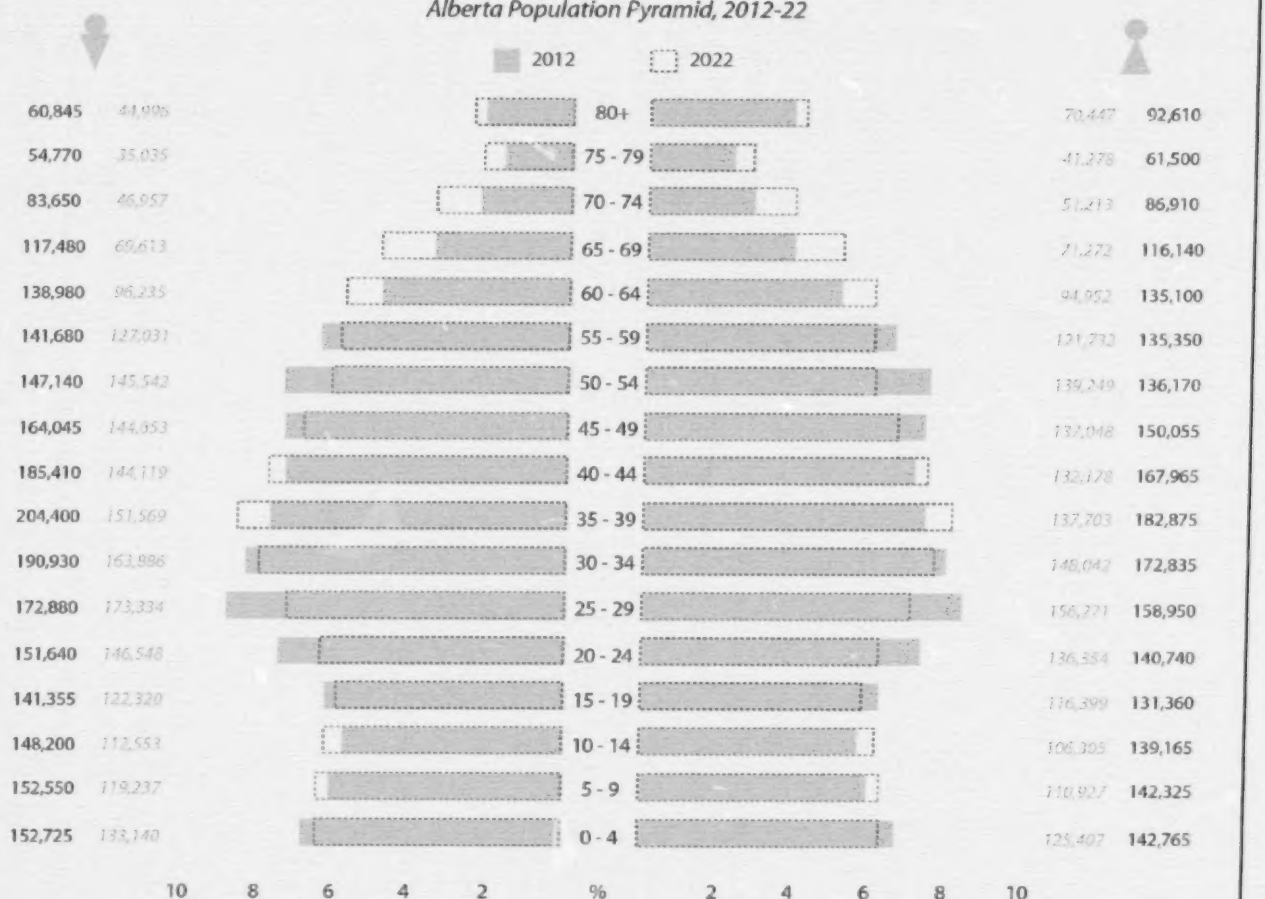
Population >>>

only 11.1% in 2012. By 2041, about 1 in 17 Albertans will be 80 years and over, compared to 1 in 33 in 2012.[2]

The rate of increase in the number of Albertans aged 65+ is expected to be a greater rate than that for the working-age population. The share of working-age population is anticipated to shrink from 70.6% in 2012 to 64.5% by 2041, resulting in an increase in the dependency ratio. The dependency ratio is a comparison between people not of working age (aged 0–14 and aged 65+) and people of working age (aged 15–64), expressed as the number of people not of working age per 100 working-age people. The total dependency ratio is expected to rise from 41.6 in 2012 to 55.0 by 2041.[3]

As people not of working age are likely to be socially or economically dependent on the working-age population, the rise in Alberta's dependency ratio could place additional demands on social programs. The aging population will likely mean that fewer Albertans are able to participate in the workforce. This shrinking workforce, combined with an increasing need for well-trained and educated workers, will make post-secondary education even more important for Alberta's future economic and social success. Immigration and interprovincial in-migration are key factors in mitigating the decline in the proportion of Alberta's working-age population.

Alberta Population Pyramid, 2012-22



Source: Alberta Treasury Board and Finance, 2013.

Diversity >>>

Provincial demographic trends are useful for understanding post-secondary access pressures across the province. Within Alberta, a number of significant demographic forces exist in particular populations. While not homogeneous, these groups often share traits and needs that impact the timing, location, and nature of their post-secondary demand. As Alberta's population ages and its labour force shrinks, it is important to engage and enhance the diversity of Alberta's population to help reduce labour market shortages. This engagement should begin in the adult learning system, if not earlier. A better understanding of the demographic profile of these groups is necessary for creating optimal system capacity in the right location at the right point in time.

Improving the diversity of post-secondary representation will have many social benefits in Alberta. Most notably, these benefits may include enhancing the quality of life and long-term financial security for vulnerable groups, including Aboriginals, persons with disabilities, single parents, and immigrants. From a government and taxpayer perspective, improving access to post-secondary education for these groups may also lead to less reliance upon social assistance and government supports. In addition, supporting diversity is important because it can enrich perspectives, facilitating a better learning experience. Finally, by supporting greater diversity in post-secondary education, government and adult learning providers can help Albertans gain equal access to the opportunities in our province, pursue their goals, and reach their full potential.

Aboriginal Peoples

According to the 2011 National Household Survey (NHS), 1,400,685 people had an Aboriginal identity in Canada. Aboriginal people represented 4.3% of the total Canadian population, which is higher than the previous censuses—3.8% in the 2006 Census, 3.3% in the 2001 Census and 2.8% in the 1996 Census.[4]

Of the Canadians who identified themselves as an Aboriginal person, 60.8% identified as First Nations (North American Indian), 32.3% identified as Métis, 4.2% identified as Inuit, 1.9% reported other Aboriginal identities and 0.8% reported more than one Aboriginal identity. Between 2006 and 2011, the number of First Nations people increased by 22.9%, Inuit increased by 18.1%, and Métis by 16.3%.[5]

Source: 2011 National Household Survey - custom tabulation

Diversity >>>

Aboriginal peoples represent one of the fastest growing segments of Canadian population. Aboriginal population increased by 20.1% between 2006 and 2011, approximately four times compared to the 5.2% growth of non-Aboriginal population in the same period.[6]

In addition to growing faster than non-Aboriginal population, the Aboriginal population is also younger than the non-Aboriginal population. In 2011, the median age of the Aboriginal population in Canada was 28 years, compared to 41 years for the non-Aboriginal population. Higher fertility rates and shorter life expectancy are some of main reasons for Aboriginal population having lower median age than non-Aboriginal population.[7]

Reflecting the lower median age, a higher proportion of Aboriginal population were children aged 14 years and under (28.0%) than non-Aboriginal population (16.5%). One-half of Aboriginal children (49.6%) were living in a family with both their parents, compared with three-quarters (76.0%) of non-Aboriginal children. Aboriginal children aged 14 and under constituted almost half (48.1%) of all children in foster care.[8]

NHS results indicate that over 220,000 or 6.2% Albertans identified themselves as an Aboriginal person. This represents 15.8% of Canada's Aboriginal population—the third-highest proportion among provinces, after Ontario (21.5%) and British Columbia (16.6%). Of those who identified themselves as an Aboriginal person, 52.9% identified themselves as First Nations, 43.9% identified themselves as Métis, and 0.9% as Inuit. The median age of Aboriginal population in Alberta was 25 years.[9]

Aboriginal Population by Service Region, 2011

Geographic service region	Total	% of Alberta total	Total	% of Alberta total
Medicine Hat	4,515	2.0%	34,550	18.3%
Lethbridge	12,590	5.7%	11,220	6.0%
Calgary	43,945	19.9%	67,585	35.9%
Central	13,800	6.3%	12,640	6.7%
Lakeland	2,970	1.3%	6,905	3.7%
Edmonton	79,705	36.1%	2,265	1.2%
Grande Prairie	14,340	6.5%	11,820	6.3%
Northern Lakes	26,185	11.9%	3,040	1.6%
Portage	15,055	6.8%	24,670	13.1%
Keyano	7,595	3.4%	13,675	7.3%
Alberta	220,700	100.0%	188,370	100.0%

Note: Figures may not total due to rounding.
Source: 2011 National Household Survey – custom tabulation.

Among the service regions, Edmonton region is home to more than one-third (36.1%) of Alberta's Aboriginal population, followed by Calgary (19.9%) and Northern Lakes (11.9%).[10, 11]

Persons with Disabilities

Based on data from the 2006 Participation and Activity Limitation Survey, an estimated 4.4 million Canadians (1 in 7) reported having a disability. The proportion of population reporting disability increased from 12.4% in 2001 to 14.3% in 2006. Disability rates increased for nearly all age groups, suggesting that a change in disability profiles, reporting practices or some combination of both might be causing this. Nationally, about 40% of the 2006 disability rate can be explained by population aging.[12] Since Alberta has a younger population than most other provinces, its disability rate was relatively lower (13.6% compared to the national rate of 14.3%). However, the proportion of Albertans aged 15 or older who reported having a disability in 2006 increased from 2001 (14.8%) to 2006 (15.8%).[13] As Alberta's population ages and the self-identification and diagnosis of persons with disabilities increases, the province will face increasing demand for supports.

In 2011–12, over 73,000 children in Alberta's K–12 system were coded as having mild, moderate or severe disability—about 12% of the total student population.[14, 15] The number of students with disabilities will place increasing pressure on education systems (both K–12 and post-secondary) to provide appropriate assessments and accommodations to support all learners.

The Canadian Survey on Disability (CSD), which gathers information about Canadians whose daily activities are limited because of a condition or health-related problem, was conducted in 2012. Results from the survey are expected in December 2013.

Migration >>>

Post-secondary enrolment growth is affected by population growth, which, in Alberta, is strongly tied to levels of in-migration. While it is unlikely that even a strong level of migration to Alberta can reverse the population's aging trend, it can help keep population growth stable and slow the rate at which the population ages. Migration to Alberta is strongly influenced by Alberta's relative economic performance, and has been a major factor in the province's varying rates of population growth. In times of strong economic growth, Alberta's population has grown at three to four times the rate of Canada's population, while in times of economic slowdown, the opposite occurs.

Interprovincial and International Migration

In 2012, Alberta's population had a net increase of 85,978 through interprovincial and international migration—the highest level ever recorded.[16] Gains through interprovincial and international migration are expected to account for 67.8% of Alberta's population growth from 2013 to 2041. The majority of the province's international and interprovincial migrants are expected to settle in Calgary and Edmonton regions. [17]

Alberta gained 45,718 interprovincial migrants in 2012. This is Alberta's highest annual interprovincial migration gain since 2006, and represents a threefold increase compared to 2011 and about 20 times the 2009 and 2010 levels.[18] While Alberta welcomed residents from every province in 2012, Ontario contributed the most to Alberta's net interprovincial gain, followed by British Columbia.[19]

Alberta's net gain through international migration was 40,260 in 2012—the highest net international migration to Alberta since 1972. This represents the second consecutive year of sharp increase.[20] In 2012, 13.9% of new immigrants arriving in Canada settled in Alberta. Alberta's share of new immigrants has increased every year since 2004, and is expected to increase further in the future.[21, 22]

There has been a noticeable trend toward increasing skill levels among Canadian immigrants since 1990.[23] Unlike in some other countries, there is evidence that low levels of education among new immigrants to Canada are not necessarily transferred to the next generation. Canada has among the lowest levels of intergenerational inequality among countries in the Organization for Economic Cooperation and Development. Later in life, the earnings of adults are not strongly tied to their parents' earnings; this applies both to immigrants and to people born in Canada, and the relationship is actually weaker for immigrants.[24]

Canada's immigration policy and programs reflect a focus on attracting new immigrants with post-secondary education and technical skill sets. Recently, the shift has been toward attracting more economic immigrants. This shift has been reflected by an increase in immigrants under the Economic Class.[25] Immigration to Alberta is largely driven by federal immigration policies. The federal government aims to attract between 240,000 and 265,000 immigrants in 2013, maintaining its overall target for the past year.[26]

In 2012, about 9.1% of the 6.5 million working-age immigrants in Canada lived in Alberta. Alberta's immigrants accounted for 19.2% of its working-age population in 2012—the third-highest proportion among the provinces.[27]

Intraprovincial Migration

Intraprovincial migration is the movement of people within Alberta. Data at the regional level indicates that Calgary, Central, and Edmonton regions received the majority of net inflow of intraprovincial migration between 2003 and 2012.

Over the next three decades, close to three quarters of the net intraprovincial migrants within Alberta are expected to move to the two biggest urban centers—Calgary and Edmonton.[28] This movement mirrors a global urbanization trend as people migrate to cities for economic and educational opportunities. Migration toward urban centres may translate into higher demand for seats at post-secondary institutions within these communities, and less demand in rural areas. Regional partnerships between urban and rural institutions may be an effective strategy for addressing this demand. As regional stewards and sizable institutions within their communities, rural/regional post-secondary institutions may be able to play a role in attracting talent to their communities and contributing to the long-term vitality and sustainability of these communities.

Migration >>>

Net Intraprovincial Migration by Service Region

Geographic service region	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	10-year average
Calgary	334	949	1,711	-227	-1,129	647	1,370	1,971	3,057	3,057	**1,174**
Central	667	861	1,110	1,568	1,613	752	632	-201	-50	-50	**690**
Edmonton	1,142	363	2,005	2,725	2,012	2,250	2,984	2,720	2,312	2,312	**2,083**
Grande Prairie	-561	-14	-141	-147	-1,129	-1,054	-1,118	-1,010	-915	-915	-700
Keyano	220	-31	-1,232	-1,993	-1,723	-2,120	-1,701	-907	-860	-860	-1,121
Lakeland	-202	-326	-371	-144	303	101	-218	-247	-308	-308	-172
Lethbridge	-427	-596	-1,174	-491	388	-116	-471	-607	-1,318	-1,318	-613
Medicine Hat	-67	246	-189	-201	566	178	-43	-271	-280	-280	-34
Northern Lakes	-988	-888	-1,190	-1,017	-791	-681	-950	-1,062	-1,069	-1,069	-971
Portage	-118	-564	-529	-73	-110	43	-486	-386	-569	-569	-336

Note: Data for 2011 has been restated and will not match that reported in CAPR 2012. Given that there is no reliable data for preliminary intraprovincial migration estimates, the data of the most recent year for which final estimates are available is used. It is assumed that intraprovincial migratory behaviours of the current year are similar to those of the last year for which final estimates are available.

Source: Statistics Canada, Alberta Treasury Board and Finance, 2013.

Educational Attainment and Literacy >>>

Educational attainment and literacy skills affect people's ability to undertake daily tasks, obtain and maintain employment, and pursue further learning. High educational attainment indicates a skilled, knowledgeable, and engaged population that is able to create and take advantage of economic opportunities. Alberta's ability to achieve social and economic progress is, in many ways, tied to educational attainment and literacy. Continuing high rates of literacy and educational attainment are vital for Alberta to maintain its competitive and innovative capacity, and maintain its high quality of life.

Literacy

Higher literacy is associated with higher income and higher educational attainment, as well as a better quality of life—including improved health and greater levels of civic engagement.[29,30] In Alberta, data from the 2003 International Adult Literacy and Life Skills Survey (IALSS)[31,32] shows that Albertans with lower literacy also had poorer health. Across Canada, the average documented literacy score of individuals aged 16–65 who reported being in poor health corresponded to Level 2 proficiency. Those in fair, good, or excellent health had scores corresponding to Level 3 proficiency.[33] Level 3 roughly equates to high school completion, which means individuals have the minimum foundational skills necessary to function in the knowledge economy.

Data also shows that literacy is strongly related to employability and type of employment. Among employed Canadians, about 62% have average documented literacy scores at Level 3 or above; among unemployed Canadians, over 50% have documented literacy scores below Level 3. Occupations requiring higher levels of problem solving, critical thinking, and analysis typically require high literacy levels (i.e., 4 or 5).[34] With strong literacy skills, people are more adaptable to changing circumstances, less vulnerable to economic shocks, and more able to acquire new skills, whether through formal learning or on-the-job training.

People with higher levels of literacy are also more likely to participate in lifelong learning. Canadians with prose literacy scores of Level 1 have an adult learning participation rate of 20% compared to 70% for individuals at Level 4 or 5. About 80% of Canadians with a university degree participate in active forms of learning,[35] compared to 57% of Canadians with high school completion.[36]

As discussed below, Albertans' level of educational attainment has increased over the past decade. Similar progress has not occurred in levels of literacy. Alberta posts comparatively healthy levels of literacy, yet the proportion of adult Albertans with foundational literacy did not increase in the decade between the first international literacy survey in 1994 and the second in 2003.[37]

According to the most recent IALSS, 61% of Albertans 16 years of age and older performed at literacy Level 3 or better in 2003, above the Canadian average of 52%.[38]

It is important to ensure that adult learners have foundational skills, such as literacy, and access to a wide range of learning opportunities. There is significant diversity in the needs of learners, meaning that adult learning providers need to be responsive and ensure that learners at all levels have access to the training that meets their unique situation.

IALSS Adult Literacy Levels

	Level 5	Very strong skills. Able to find information in dense text and make high-level inferences or use specialized background information.
Minimum skills for the knowledge economy →	Level 4	Strong skills. Able to integrate and synthesize information from complex or lengthy passages.
	Level 3	Adequate skills to cope in a complex and advanced society. Equivalent skill level to high school completion or college entry.
Foundational levels →	Level 2	Weak skills. Able to deal with simple, clearly laid-out material. May be able to cope with everyday demands, but has difficulty with new situations.
	Level 1	Poor skills. May not be able to determine the correct dosage form a medicine bottle label.

Educational Attainment and Literacy

Educational Attainment

In recent years, Alberta has shown educational attainment levels comparable to the Canadian average. These levels are partly due to the province's relatively strong economy, which continues to draw young, skilled migrants who already have education and training, and are looking for work. In 2002, 45.1% of Canada's population aged 15 years and over had completed some form of post-secondary education. By 2012, this proportion had increased to 53.6%. In 2003, 46.1% of Alberta's population aged 15 years and over had attained post-secondary qualifications; in 2012, this figure had risen to 52.0%.[39]

Results from the 2011 National Household Survey indicate that Calgary (59.6%), Keyano (57.4%) and Edmonton (54.5%) were the service regions with highest proportion of post-secondary graduates in 2011.

Alberta Enterprise and Advanced Education projects that by 2021, the proportion of Albertans with a post-secondary education will increase to 59.3%. It forecasts that the proportion of females with post-secondary education in 2021 will exceed that of males, 62.3% compared to 56.4%. The largest average annual change in educational attainment over the forecast period of 2011–21 will be at the university level (a 3.7% increase), with the next-largest average annual change being at the college and trade level (a 2.0% increase).[40]

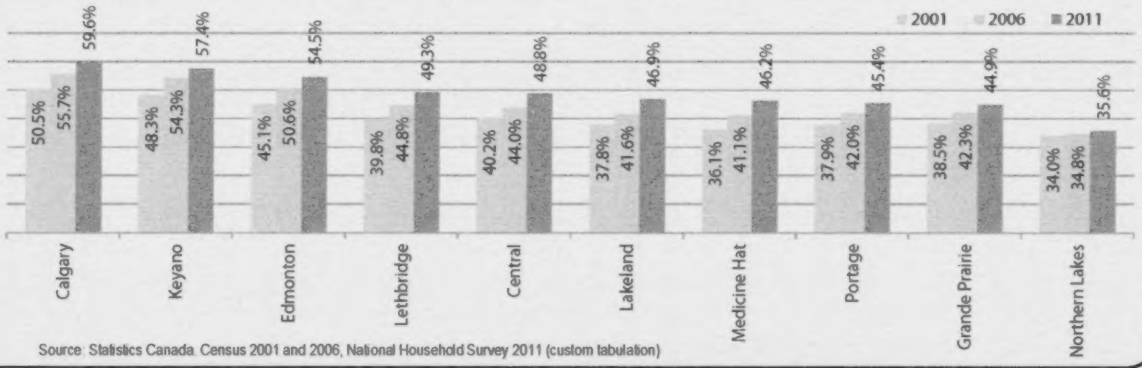
As technology advances, the demand for highly skilled and educated workers will increase. Alberta needs a workforce with a range of completed programs and credentials, from high school, to certificate programs to graduate degrees. There will be increasing pressure on individuals to maintain and upgrade their skills to keep pace with technology and change. In 2007, Service Canada estimated that 65% of all new jobs created between then and 2012 would require some form of post-secondary education;[41] thus, a post-secondary credential may be replacing the high school diploma as the key to labour market entry and a link to economic well-being and quality of life.

Proportion of the Population Aged 15+ Years with Post-secondary Education, Canada and Provinces

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Canada	**46.0%**	**46.5%**	**47.8%**	**48.7%**	**49.8%**	**50.2%**	**50.7%**	**51.8%**	**52.7%**	**53.6%**
Newfoundland and Labrador	43.8%	42.7%	44.2%	43.3%	44.2%	45.2%	46.9%	48.7%	49.9%	52.0%
Prince Edward Island	44.0%	46.2%	46.0%	46.0%	45.2%	44.8%	46.5%	47.7%	49.8%	50.8%
Nova Scotia	47.5%	48.9%	48.5%	48.4%	48.8%	47.9%	50.3%	52.7%	52.3%	54.4%
New Brunswick	41.1%	42.5%	42.5%	44.0%	44.5%	46.1%	46.4%	46.6%	47.1%	47.9%
Québec	47.9%	48.4%	50.0%	51.1%	51.9%	52.1%	52.5%	53.8%	54.9%	56.6%
Ontario	46.4%	46.8%	48.5%	49.6%	51.1%	51.4%	51.6%	52.7%	53.5%	53.9%
Manitoba	40.7%	40.8%	41.4%	41.6%	41.4%	43.1%	43.9%	45.3%	45.3%	46.8%
Saskatchewan	41.9%	41.3%	41.9%	42.4%	43.1%	43.4%	44.2%	45.7%	46.2%	47.4%
Alberta	46.1%	45.9%	47.8%	47.9%	49.0%	50.0%	51.1%	51.3%	51.7%	52.0%
British Columbia	**45.0%**	**45.9%**	**46.4%**	**46.9%**	**48.3%**	**48.9%**	**49.0%**	**50.5%**	**52.3%**	**52.7%**

Source: Statistics Canada, Labour Force Survey (custom tabulation)

Proportion of the Population Aged 15+ with Post-secondary Education, Alberta and Service Region



Source: Statistics Canada, Census 2001 and 2006, National Household Survey 2011 (custom tabulation)

Educational Attainment and Literacy >>>

The greatest change in Albertans' educational attainment over recent years has been in the proportion of the labour force with a university degree, which increased from 20.8% in 2006 to 22.7% in 2012. The proportion of Alberta's labour force with at least a high school diploma is increasing, from 85.0% in 2006 to 87.9% in 2012. However, in 2012, 24.1% of Alberta's labour force had a high school diploma as their highest level of educational attainment; this figure was higher than the Canadian figure of 19.8%.[42] It indicates that the proportion of Albertans in the labour force that does not have post-secondary education is higher than in other provinces, or that Alberta's labour force is somewhat less skilled. Post-secondary institutions are competing with a strong labour force as many young Albertans opt to join the workforce after completing high school, as opposed to pursuing higher learning opportunities. Government and post-secondary institutions may need to communicate more effectively with learners to ensure that they understand the long-term benefits of having a post-secondary education.

Provincially, 74.8% of Albertans complete high school within three years of entering Grade 10. As the length of time after entering Grade 10 increases, so does the completion rate, with 80.8% of Albertans completing high school within five years of entering Grade 10. High school completion rates vary across the province, from a high of 84.1% in the Lethbridge region to a low of 64.8% completing high school within five years of entering Grade 10 in the Northern Lakes region in 2011–12.

High School Completion Rate by Service Region, 2011–12

Geographic service region	3-year rate	4-year rate	5-year rate
Calgary	78.1%	82.4%	83.3%
Central	76.9%	82.0%	82.6%
Edmonton	73.5%	77.7%	79.5%
Grande Prairie	70.3%	77.0%	81.0%
Keyano	77.9%	80.7%	81.0%
Lakeland	80.1%	81.8%	83.7%
Lethbridge	76.8%	81.5%	84.1%
Medicine Hat	72.6%	81.2%	80.8%
Northern Lakes	61.2%	65.9%	64.8%
Portage	60.4%	71.4%	75.6%
Alberta	74.8%	79.4%	80.8%

Note: Results include all public, separate, charter, francophone, and private schools in Alberta with a high school program. Historical results may have been restated using current mapping.

Source: Alberta Education

Proportion of Aboriginal Albertans with Post-secondary Education, Alberta and Regions

	2001		2006	
Geographic service region	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
Calgary	32.1%	51.0%	40.0%	56.2%
Central	30.8%	40.3%	33.5%	44.2%
Edmonton	30.1%	45.8%	35.6%	51.4%
Grande Prairie	24.2%	39.5%	32.2%	43.1%
Keyano	26.2%	52.0%	34.4%	57.2%
Lakeland	31.8%	37.7%	34.5%	41.8%
Lethbridge	30.9%	40.2%	35.8%	45.3%
Medicine Hat	28.8%	36.0%	32.5%	41.1%
Northern Lakes	23.1%	38.2%	22.4%	39.8%
Portage	29.7%	39.5%	33.5%	44.1%
Alberta	29.0%	46.1%	34.3%	51.2%

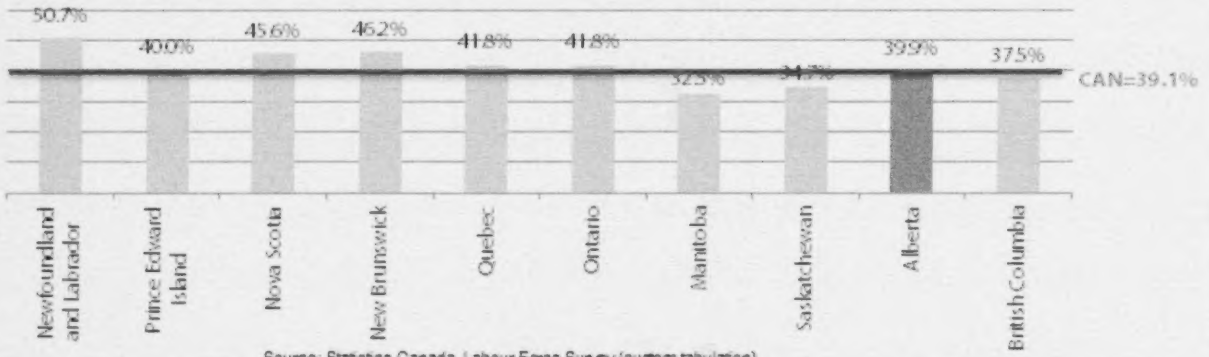
Source: Statistics Canada. Census of Population (custom tabulation).

Aboriginal Educational Attainment

The educational attainment of Aboriginal Albertans increased significantly between 2001 and 2006. The proportion of Aboriginal Albertans with post-secondary education grew from 29.0% in 2001 to 34.3% in 2006. This increase is slightly higher than the increase for the non-Aboriginal population over the same time frame. This increase becomes even more significant in light of the Aboriginal population's higher youth and fertility rates. As Aboriginal Albertans are one of the few growing, young populations, strategies to support their access to post-secondary education and completion are a priority.

Educational Attainment and Literacy >>>

Proportion of Aboriginal Canadians Aged 15+ Years with Post-secondary Education, Canada and Provinces, 2012



Source: Statistics Canada. Labour Force Survey (custom tabulation)

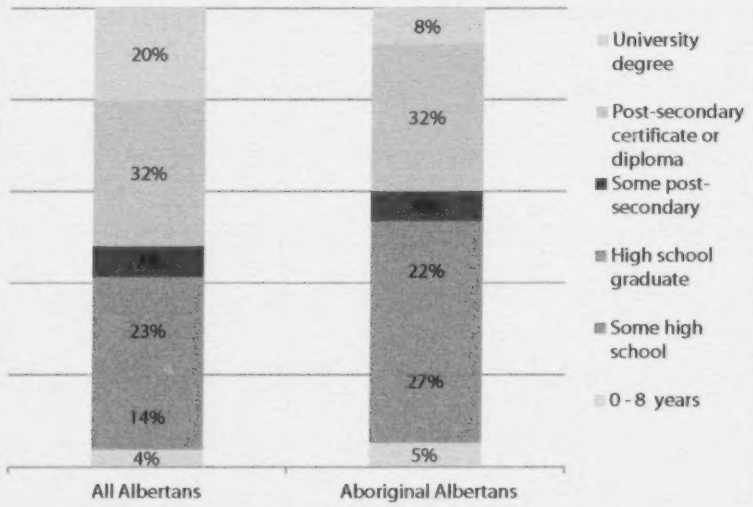
Post-secondary Completion

Completion rate refers to the percentage of students in a starting cohort that complete the requirements for a credential within a fixed time frame. Completion timeframe is typically the credential length plus 3 years. For example, certificate credentials are 1 year in length, so students completing within 4 years of the cohort year would be counted a completer. The completion time frames for various credential types are as follows: Certificate – 4 years, Diploma – 5 years, Master's Degree – 5 years, Doctoral Degree – 6 years, Bachelor's Degree – 7 years.

Completion rates varied between credential types. Based on the latest available cohort results, approximately three-quarters of students in Master's degree (76.2%) and Bachelor's degree (74.5%) programs completed their program within the respective completion timeframes. The completion rates for the diploma and certificate credential types were 64.1% and 63.8% respectively, while 45.8% of doctoral students completed within the completion timeframe.[43]

The Alberta Health Early Leavers Study targeted people who enrolled in a health program in either the 2007–08 or 2008–09 academic year and left that program of study before completion. The most-cited main reasons for leaving health programs were academic / asked to leave (25.3%), personal/ health reasons (19.1%), quality of program/instruction (12%), did not like / lack of interest / loss of motivation (11.7%), and changed career goals / transferred (10.4%).[44]

Educational Attainment of Albertans in the Labour Force, Aged 15+ Years, 2012



Note: Percentages may not total to 100% due to rounding.
Source: Statistics Canada. Labour Force Survey (custom tabulation)

Overview and Policy Implications >>>

Understanding Alberta's demographic landscape is essential to forming policies that support a comprehensive, collaborative, and dynamic advanced learning system. Trends such as the growing imbalance between Alberta's older and younger populations will have a significant impact on the province's advanced learning system. As the prime post-secondary-attending cohort shrinks along with the number of working-age Albertans, institutions will have to compete for students as well as against a burgeoning labour market where workers are in demand. Added to this challenge is the increasing trend towards urbanization which has implications for capacity and resource levels at both urban and rural institutions. While several urban institutions are over capacity, rural institutions are consistently under-attended, and will have to work even harder to attract students. Although projected population increases in some rural areas may help to offset this issue, the Government of Alberta must work with the institutions to develop strategies to support growth in urban institutions while maintaining services and opportunities for those in rural communities.

Alberta's declining proportion of young people and uneven rural/urban enrolment rates are placing pressures on the system which will need to be mitigated. However, new streams of students may offset some of these trends. Strategies to increase participation among growing populations such as Aboriginals, immigrants, people with disabilities, and migrants from other provinces may slow rates of decline in enrolment. In addition, strategies that facilitate the participation of these traditionally under-represented groups also help to ensure that Alberta's advanced learning system is fair, accessible, and supports a diverse range of learners.

Demographic trends also point to a widening skills gap within the province. This trend is exacerbated by the fact that the number of people outside the labour market (e.g., seniors) requiring social services is outpacing growth in the working-age population. Alberta does not have adequate resources to meet labour market demand, and will increasingly need to rely on new immigrants and interprovincial migrants to fill this gap. Research indicates that both groups are generally well-educated, and move to Alberta with the goal of obtaining employment. While economic migrants can be a valuable short-term resource for addressing labour market shortages, they may not provide a sustained solution as they are highly mobile and may not remain in Alberta if other jurisdictions become similarly competitive. It will be important for Alberta to draw on this resource while developing strategies to retain skilled workers and expand educational opportunities for permanent residents.

Chapter Two
ECONOMY

Chapter Highlights >>>

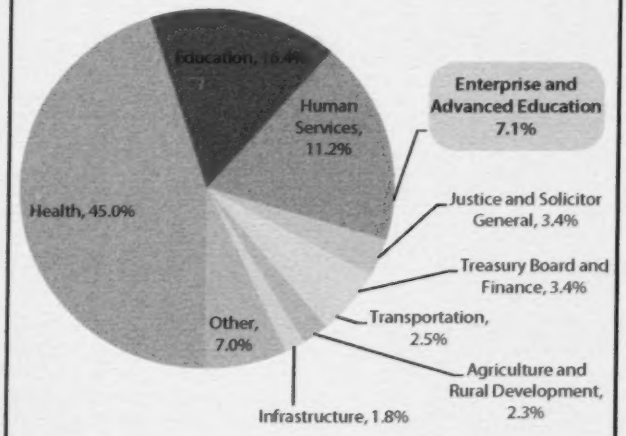
- Alberta's economy experienced growth in 2012, with a real GDP growth of 3.9%. Its economic growth is expected to be 2.9% in 2013.
- While the province's economic outlook is strong, it is not immune to economic conditions both at home and abroad. Changes in resource revenues and the impact of natural disasters such as the June 2013 Alberta floods can substantially impact government revenue streams which, in turn, can result in adjustments to financial support for Alberta's publicly funded post-secondary institutions. The consequences of these financial changes are not yet known within Alberta's publicly funded post-secondary system.
- In 2012, Alberta had one of the lowest unemployment rates (4.6%) in Canada. While the overall unemployment rate is low, unemployment is higher among some population groups, including Aboriginal Albertans and youth.
- Economic growth and low unemployment rates indicate that Alberta should expect to have labour shortages for the foreseeable future. Most labour market shortages over 2011–21 are forecasted for the trades and technology, health sciences, and business program bands.
- Not surprisingly, there is an inverse relationship between educational attainment and unemployment. Albertans with a post-secondary credential have lower unemployment rates than those with only a high school diploma.
- Enrolment trends tend to work counter-cyclically to economic trends. As Albertans seek to take advantage of strong labour market conditions, enrolment rates will drop. When employment prospects are lower, Albertans tend to return to school to pursue new educational opportunities. Apprenticeship registrations are the only exception to this phenomenon, as enrolment rates generally work in tandem with economic cycles.

Budget 2013 and Economic Outlook >>>

Budget 2013

The Government of Alberta's (GOA) 2013–14 budget contains an operational plan, a capital plan and a savings plan. The operational plan for 2013–14 includes operational revenue of $37.6 billion and total operational expenses[1] of $38 billion. On the revenue side, because of the bitumen bubble[2], the resource revenue is $6.2 billion lower than the 2012 budget's forecast for 2013–14. Operating expenses for 2013–14 are $36.4 billion, a 0% increase from last year and well below the expected population plus inflation rate of 4.3%. Alberta's capital plan will invest $5.2 billion into infrastructure projects this year and a total of $15 billion over the next three years. The new *Fiscal Management Act* provides GOA a legislated savings policy, which sets aside a portion of Alberta's non-renewable resource revenue as savings each year. The GOA savings plan is expected to grow the total savings to more than $24 billion in three years. [45]

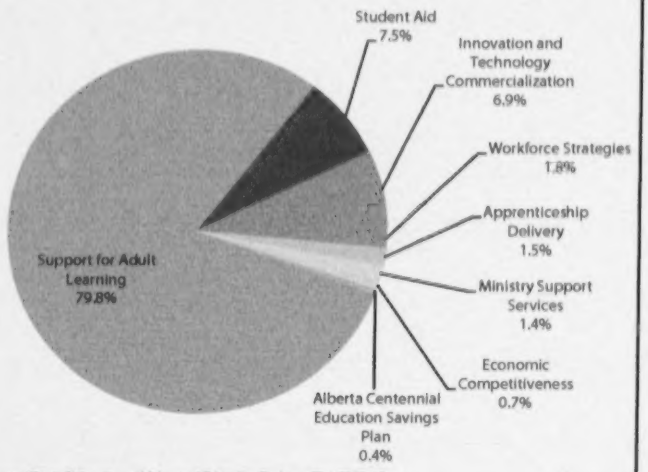
GOA Budget by Ministry, Budget 2013 (Total Budget $38.01 billion)



Source: Government of Alberta, Budget 2013

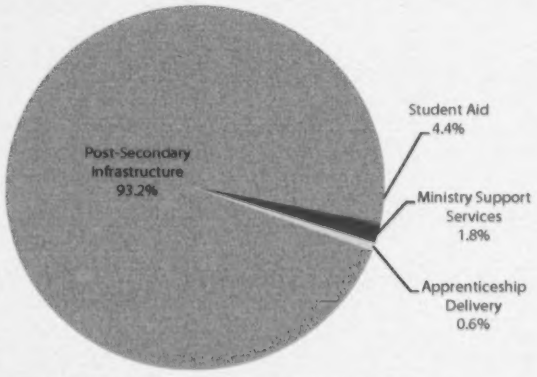
Enterprise and Advanced Education's (EAE) operating budget for 2013–14 is approximately $2.7 billion, and the estimated capital spending for 2013–14 is $68 million. Alberta's publicly funded post-secondary institutions will receive $2 billion as base operating grants, a $147-million decrease from 2012–13, and $68 million for capital spending. As in previous years, publicly funded institutions receive one Campus Alberta grant as base operating funding, giving institutions more flexibility to prioritize needs. The 2013–14 budget allocates $211 million for student aid and makes $425 million available as student loans. The budget also includes $52 million for innovation and technology commercialization and $132 million for supporting agencies under the Alberta Innovates umbrella. [46, 47]

EAE Operational Expenses, Budget 2013 (Total Budget: $2.7billion)


Student Aid 7.5%
Innovation and Technology Commercialization 6.9%
Workforce Strategies 1.8%
Apprenticeship Delivery 1.5%
Support for Adult Learning 79.8%
Ministry Support Services 1.4%
Economic Competitiveness 0.7%
Alberta Centennial Education Savings Plan 0.4%

Source: Alberta Enterprise and Advanced Education Business Plan 2013–16

EAE Capital Spending, Budget 2013 (Total Budget: $68 million)



Source: Alberta Enterprise and Advanced Education Business Plan 2013–16

1 Operational expense includes operating expense, disaster / emergency assistance, amortization expense, inventory consumption expense, losses on disposals of capital assets, and general debt servicing costs.

2 Bitumen bubble refers to the price differential created by the lower price of Alberta's oil in comparison to North American and global benchmark oil prices.

Budget 2013 and Economic Outlook >>>

Economic Outlook

While the global economy grew in 2012, its growth slowed for the second consecutive year due to debt problems in advanced economies and a slowdown in emerging markets. In 2013, global economic growth is expected to be about 3%, and is anticipated to increase by just under 4% per year over the medium term. The Canadian economy is also expected to grow in 2013. However, the growth is expected to be moderate (i.e. less than 2%), reflecting the weak global economic outlook, a slowdown in the housing market and fiscal restraint.[48]

Key Energy and Economic Assumptions, Alberta Budget 2013

Fiscal Year Assumptions	2011-12 estimates	2012-13	2013-14	2014-15	2015-16
Crude Oil Price					
West Texas Intermediate WTI (US$/bbl)	97.33	92.58	**92.50**	95.00	92.00
Alberta Wellhead (Cdn$/bbl)	88.31	79.17	**82.99**	85.15	80.12
Western Canadian Select (WCS) @ Hardisty (Cdn$/bbl)	80.72	68.91	**68.21**	74.85	75.74
Natural Gas Price					
Alberta Reference Price (Cdn$/GJ)	2.98	2.26	**3.07**	3.55	3.70
Production					
Conventional crude oil (000s barrels/day)	504	550	**550**	553	542
Raw bitumen (000s barrels/day)	1,785	1,917	**2,140**	2,330	2,598
Natural gas (billions of cubic feet)	4,439	4,184	**3,873**	3,721	3,616
Interest rates					
3-month Canada treasury bills (per cent)	0.89	0.95	**1.05**	1.65	2.50
10-year Canada bonds (per cent)	2.47	1.85	**2.3**	3.15	4.00
Exchange Rate (US¢/CDN$)	100.7	100.0	**99.0**	99.0	99.0
Calendar Year Assumptions	**2012 Actual**	**2013**	**2014**	**2015**	**2016**
Real GDP (millions of 2007 dollars)	285,145	**293,288**	301,720	310,031	319,169
Unemployment rate (per cent)	4.6	**4.5**	4.3	4.3	4.3
Alberta Consumer Price Index (per cent change)	1.1	**1.8**	1.8	1.8	1.8

Source: Government of Alberta, 2013-16 Fiscal Plan Volume: Economic Outlook.

Alberta's economy experienced growth in 2012, with a real GDP growth of 3.9%. Reflecting the weaker market conditions for the oil industry, Alberta's economy is expected to grow at a moderate rate of 2.9% in 2013, and continue to grow at that rate in the medium term. Since mid-2012, the household sector, buoyed by a strong labour market and net migration, has supported consumer spending and housing activity, offsetting a weakened business sector that has been impacted by softer Alberta crude prices and cautious energy investments. Alberta's labour market is expected to remain strong. In 2012, Alberta had an employment growth rate of 2.7%, which was the highest in Canada. In 2013, employment growth is expected to weaken to 1.9%, and the unemployment rate is forecast to stay around the current level of 4.5%. The strong labour market is expected to attract in-migration and keep the population growing at approximately 2% per year.[49]

While Alberta is expected to enjoy a period of economic growth, even small changes in oil and natural gas prices, exchange rates, and interest rates could substantially impact the government's revenue stream. Alberta's economic fortunes are also susceptible to global economic trends. Several factors could impact the province's economic growth, including failure to approve new pipeline projects, rising supply of oil in the US and in other regions, a deepening of the Eurozone economic recession, the effect of fiscal restraint on the US economy, and a slow down in emerging markets.[50] [3]

3 The economic data included in this section is based on the GOA's 2013-14 budget, released on March 7, 2013. The government publishes quarterly fiscal updates to change or add to the information already in the budget. Readers are requested to refer to the quarterly update releases to get a more current picture of the economic estimates and trends (http://www.finance.alberta.ca/publications/budget/index.html).

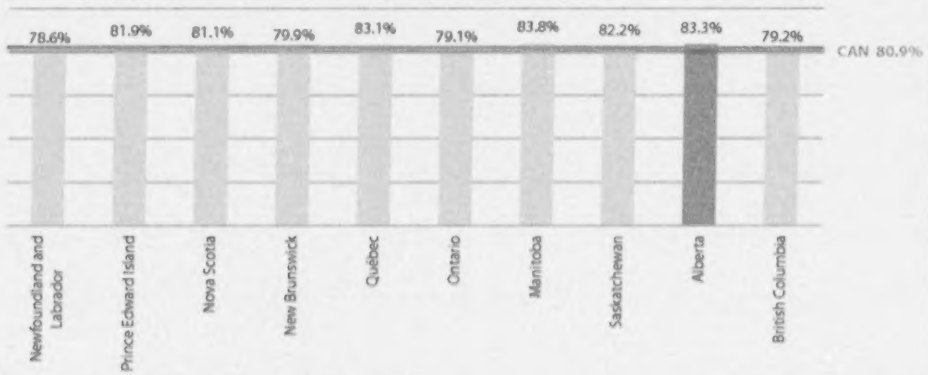
Employment and Labour Market Participation >>>

In general, there is an inverse relationship between unemployment and educational attainment: as the level of educational attainment increases, the likelihood of unemployment decreases. In 2012, Albertans with a post-secondary credential had an unemployment rate of 3.4%, compared to 4.7% for those with a high school diploma as their highest level of education. This gap between the unemployment rates of high school diploma holders and post-secondary credentials holders has varied between 0.5 and 2.3 percentage points in the past 10 years.[51]

Alberta enjoys one of the strongest labour markets in Canada and it is expected to remain strong as the economy continues to grow. Alberta's labour market participation is above the national average, and its unemployment rate, which is currently the lowest in the country, has dropped for the past three years. In 2012, the province's total employment increased by 55,500—a 2.7% increase—the highest among all provinces in Canada.[52] Alberta's economy is expected to grow in the medium term and total employment is expected to increase by 208,000 between 2013 and 2016, with the majority of the jobs requiring post-secondary education.[53]

While positive, these numbers once again highlight that strong economic growth will also increasingly require Alberta to develop or attract and retain more skilled professionals capable of meeting the rising labour market demand. While many strategies are needed to fulfill this objective, Alberta's

Labour Force Participation Rate, 18-34 years, Canada and Provinces, 2012



Source: Statistics Canada. Labour Force Survey (custom tabulation)

Unemployment Rates (%), Canada and Provinces

15+ years	2004	2005	2006	2007	2008	2009	2010	2011	2012
Canada	7.2	6.8	6.3	6.0	6.1	8.3	8.0	7.4	7.2
Newfoundland and Labrador	15.6	15.1	14.7	13.5	13.2	15.5	14.4	12.7	12.5
Prince Edward Island	11.2	10.8	11.1	10.3	10.8	12.1	11.2	11.3	11.3
Nova Scotia	8.8	8.4	7.9	8.0	7.7	9.2	9.3	8.8	9.0
New Brunswick	9.7	9.6	8.7	7.5	8.5	8.8	9.3	9.5	10.2
Québec	8.5	8.3	8.1	7.2	7.2	8.5	8.0	7.8	7.8
Ontario	6.8	6.6	6.3	6.4	6.5	9.0	8.7	7.8	7.8
Manitoba	5.3	4.8	4.3	4.4	4.2	5.2	5.4	5.4	5.3
Saskatchewan	5.3	5.1	4.7	4.2	4.1	4.8	5.2	5.0	4.7
Alberta	4.7	4.0	3.4	3.5	3.6	6.6	6.5	5.5	4.6
British Columbia	7.2	5.8	4.8	4.3	4.6	7.7	7.6	7.5	6.7
18–34 years	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Canada	8.6	8.0	7.4	7.1	7.3	9.9	9.6	8.9	8.9
Newfoundland and Labrador	18.9	17.4	17.7	15.2	15.0	16.9	15.8	14.4	13.9
Prince Edward Island	13.3	12.5	11.8	10.8	11.8	13.2	13.3	12.8	13.1
Nova Scotia	11.1	10.2	9.5	9.2	9.6	12.0	11.3	11.3	12.7
New Brunswick	11.1	11.0	9.2	8.5	10.0	10.2	10.8	10.6	11.8
Québec	9.6	9.3	8.8	8.2	7.9	9.5	8.8	8.5	8.9
Ontario	8.6	8.3	8.0	8.0	8.2	11.4	10.8	9.9	10.1
Manitoba	6.7	6.3	5.1	5.3	5.2	6.4	7.0	6.9	6.3
Saskatchewan	7.1	6.5	6.1	5.5	4.9	6.1	6.7	6.3	6.1
Alberta	5.8	4.7	3.9	4.2	4.3	7.8	7.7	6.4	5.1
British Columbia	8.3	6.7	5.5	4.9	5.7	9.2	9.6	8.9	8.4

Source: Statistics Canada. Labour Force Survey (custom tabulation)

Employment and Labour Market Participation >>>

post-secondary system will play an increasingly important role in educating and training skilled professionals. The role of new Albertans (immigrants and in-migrants) will also be key in ensuring strong economic and employment growth.

Aboriginal Employment

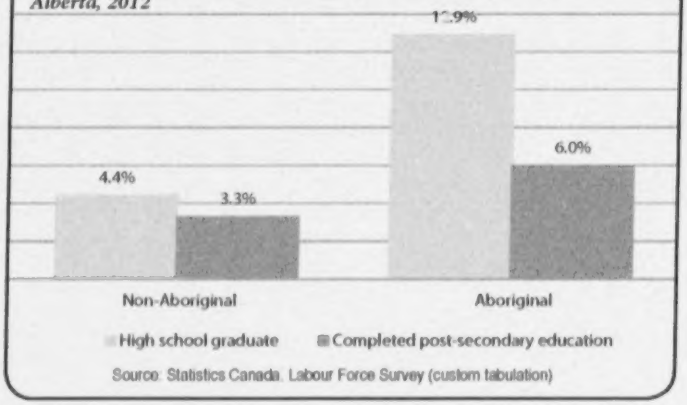
Labour market outcomes for Aboriginal Albertans are weaker than those of non-Aboriginal Albertans. In 2012, 69.9% of Aboriginal Albertans living off-reserve participated in the labour force, compared to 73.5% of non-Aboriginal Albertans. The unemployment rate for Aboriginal people living off-reserve was 11.5% in 2012, compared to 4.3% for non-Aboriginal Albertans. Since 2003, the unemployment rate of Aboriginal Albertans has always been higher than that for non-Aboriginal Albertans, with the difference in unemployment rates for the two groups ranging from a low of 3.8 to a high of 8.8 percentage points.[54]

Labour force participation rates also include those who are actively looking for work, so some unemployed Albertans may be included in both labour force participation and unemployment rates. The inclusion of active job-seekers in labour force participation rates may explain why the gap between Aboriginal and non-Aboriginal participation rates is smaller than the gap in unemployment rates. The fact that both unemployment rate and labour force participation rate are lower for Aboriginal Albertans suggests that they have a more difficult time accessing the labour market. Although some off-reserve Aboriginal Albertans may be in the process of seeking employment (as indicated in relatively high labour force participation rates), they are unable to obtain this employment to the same extent as non-Aboriginals Albertans.

While there are significant differences between Alberta's Aboriginal and non-Aboriginal populations, there are also some differences across genders and Aboriginal subpopulations. The labour market participation rate for Aboriginal females was 63.5%, which was lower than the 76.7% rate for their male counterparts. Among Aboriginal groups, First Nations population (15.6%) had a higher unemployment rate than the Métis population (9%).[55]

As with the non-Aboriginal population, there is an inverse relationship between unemployment and educational attainment: as the level of educational attainment increases, likelihood of unemployment decreases. In 2012, Aboriginal Albertans with a post-secondary credential had an unemployment rate of 6.0%, compared to 12.9% for those with a high school diploma as their highest level of education.[56] Aboriginal Albertans continue to face higher unemployment levels than the non-Aboriginal population, even when holding commensurate levels of education.

Unemployment Rate by Educational Attainment & Aboriginal Status, Alberta, 2012



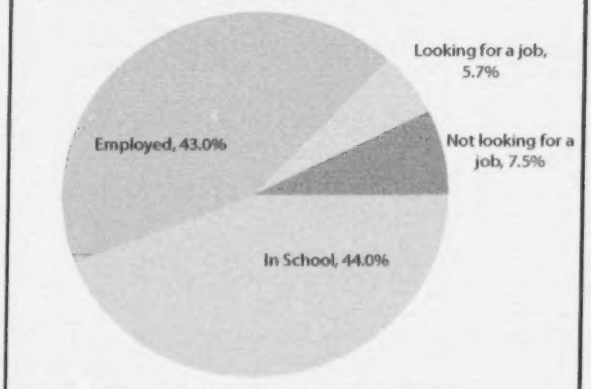
Source: Statistics Canada. Labour Force Survey (custom tabulation)

Youth Unemployment

In 2011, among the 6.8 million Canadians aged 15 to 29, 13% were neither in school nor employed (NEET), and the remaining were equally split into those in school and those with a job. Of the 13% who were neither in school nor employed, 5.7% were looking for work and 7.5% were not looking for work (not in the labour force).[57]

The NEET population had equal proportion of males and females. Among both males and females, the NEET population included a higher proportion of older youth (20–29 year olds) than 15 to 19 year olds—79% of NEET males and 85% of NEET females are in the 20 to 29 age group. However, the reason for being in the NEET population was different for males and females. While

Canadian Youth (15-29 years), 2011



Source: Statistics Canada. The Daily, Wednesday, May 23, 2012

Employment and Labour Market Participation >>>

most NEET males are unemployed (looking for work), most NEET females are not in the labour force (not looking for work).[58]

Having a higher level of education significantly reduced the likelihood of being unemployed. Among youth who are looking for work, those with a university degree were significantly less likely to be unemployed than those with a high school diploma. Having lower levels of education also increased the likelihood of youth not looking for work.[59]

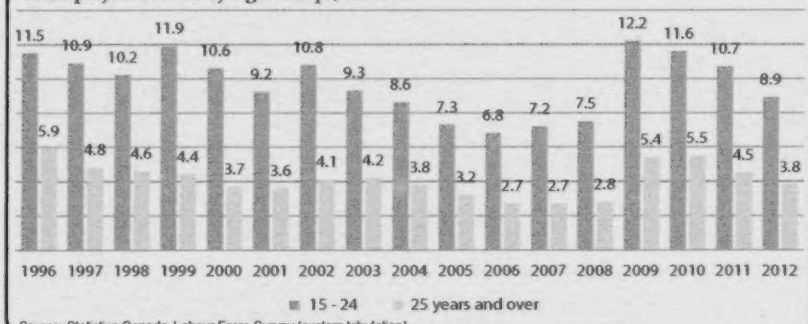
Among the youth who were not looking for work, 18% indicated that they would like to have a job, although they have not been actively looking for one; 20% reported having children at home and are presumed to be parents at home taking care of children; and 44% did not provide any information about their main activity.[60]

In 2012, youth (15 to 24 year olds) formed 15.7% of the working-age (15+ years) population of Canada. Among the provinces, Alberta (16.5%) had the fourth-largest proportion of youth in working-age population, after Manitoba (17.1%), Saskatchewan (17.1%), and Prince Edward Island (16.6%).[61]

Youth unemployment has historically been substantially higher than unemployment among older Albertans. In 2012, the youth unemployment rate was 8.9%, compared to 3.8% for those aged 25 years or older. In general, unemployment rates have been higher among youth without post-secondary education, than those with post-secondary education.

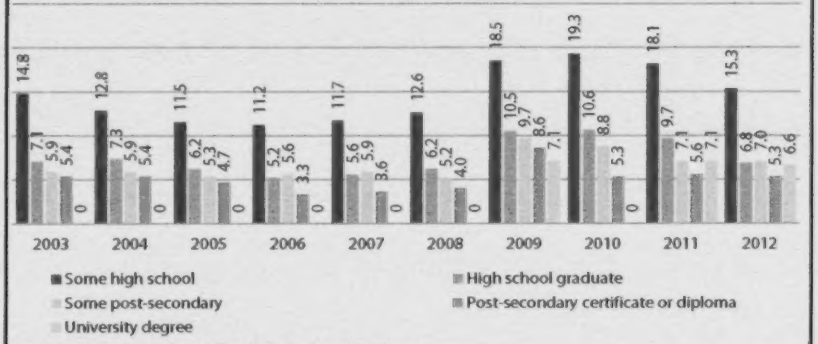
However, Alberta's youth unemployment rate in 2012 (8.9%) was lower than the Canadian average of 14.3%, with the gap between the youth unemployment in Alberta and the Canadian average increasing since 2009.

Unemployment Rate by Age Groups, Alberta



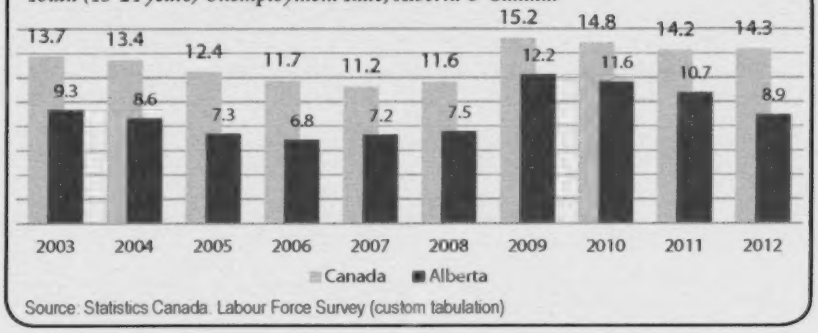
Source: Statistics Canada. Labour Force Survey (custom tabulation)

Youth Unemployment Rate by Education Levels, Alberta



Source: Statistics Canada. Labour Force Survey (custom tabulation)

Youth (15-24 years) Unemployment Rate, Alberta & Canada



Source: Statistics Canada. Labour Force Survey (custom tabulation)

Employment and Labour Market Participation >>>

Persons with Disabilities in the Workplace

Persons with disabilities are those who report difficulties with daily living activities, or who indicated that a physical or mental condition or health problem limited the type or amount of activity they could do. The Canadian Survey on Disability (CSD), which gathers information about Canadians whose daily activities are limited because of a condition or health-related problem, was conducted in 2012. Results from the survey are expected in December 2013.

Results from the previous survey—Participation and Activity Limitation Survey in 2006—showed that persons with disabilities tend to have lower labour force participation rates and higher unemployment rates. They also tend to work fewer hours than people without disabilities, making them more vulnerable to periods of lower income.[62] The labour force participation rate for persons with disabilities in Alberta was 70.7%, compared to 83.9% for persons without disabilities. The unemployment rate for persons with disabilities was 5.4%, compared to 3.5% for persons without disabilities.[63] Sales and service, which employed 465,470 persons with disabilities, was the most common occupation for persons with disabilities, followed by trades, transport and equipment operation and related occupations (276,790), and business, finance, and administrative positions (262,260).[64]

Increased labour market opportunities for persons with disabilities will influence post-secondary participation, as opportunities increase for persons with disabilities who have higher levels of educational attainment. Persons with disabilities represent a group of Albertans who are currently under-represented in the labour force. As is the case with other under-represented groups, persons with disabilities can be leveraged more effectively to aid in offsetting labour market pressures.

Immigrants in the Labour Market

Approximately 600,000 working-age immigrants (15+ years) lived in Alberta in 2012, representing 19.2% of Alberta's working-age population. While Alberta had the highest employment rate (65.9%) for immigrants among all the provinces in 2012, immigrant labour market outcomes were poorer compared to other Albertans. The unemployment rate of immigrants (5.7%) was higher than the unemployment rate for all Albertans (4.6%). Additionally, on average, immigrants in Alberta earned $2.15 less per hour than the overall Alberta population in 2012.[65]

Persistent gaps between the labour market success of immigrants and non-immigrants in Alberta will impact the province's ability to attract and retain highly skilled individuals. Addressing the most challenging labour market barriers for new Canadians—the lack of Canadian work experience, the lack of recognition of foreign credentials, and language barriers—would help new Albertans meet current and future demographic, labour, and skill needs within the province. New immigrants may require additional training or skills development (particularly linguistic skills) in order to successfully transition into Alberta's labour force. The province's post-secondary system is therefore well positioned to continue its important work of providing immigrants with the skills and training needed to facilitate these transitions.

Economy and Post-Secondary Education

In general, post-secondary enrolment trends are counter-cyclical to economic trends. When the economy is strong, post-secondary enrolment growth tends to slow as individuals take advantage of labour market opportunities. When the economy weakens, post-secondary enrolment tends to grow as people seek to upgrade to take advantage of labour market opportunities when the economy recovers.[66]

In Canada, the effects of past economic downturns on post-secondary enrolment have varied, depending on the type of post-secondary program. Recession has tended not to affect enrolment in four-year programs. However, economic downturn has resulted in significant decreases in apprenticeship registrations and course completions, whereas enrolment in shorter programs, such as certificate, diploma, or master's degree programs, has generally increased.[67]

Between academic years 2003–04 and 2007–08, the annual growth in Alberta's post-secondary enrolment (full-load equivalent) ranged from 0.6% to 1.5%. However, during the recessionary period (2008–09 and 2009–10) post-secondary enrolment increased by 3.0% and 5.2%, respectively—the largest increases since 2002–03. Increase in annual system-level enrolment for 2010–11 was 1.3%, which is similar to the pre-recessionary levels. As the province moves into a period of economic strength and more jobs become available, these types of enrolment increases are not likely to continue as evidenced by the enrolment decrease of 0.1% observed in 2011–12.[68]

As an indicator of economic strength, the price of oil was correlated against post-secondary enrolment. Data suggests a somewhat strong relationship between the price of oil and enrolment in Alberta's publicly funded advanced learning system. While price of oil is correlated to enrolment, other factors such as unemployment and parental participation are also likely to influence enrolment.

Demand for student financial assistance is closely linked to both demand for post-secondary education and the strength of the economy. It can also have significant budgetary implications. In addition to increased numbers of learners applying to post-secondary institutions, economic downturns also create higher unemployment levels. During the recent recession, as demand for post-secondary education rose, demand for student financial aid also rose. From 2008 to 2010, the number of people receiving student financial aid in Alberta increased by about 40%. In 2011 and 2012, the number of funded learners remained fairly stable, reflecting an improved economic and labour market environment in Alberta.

Socio-economic Status and Post-secondary Education

Living in low-income circumstances may hinder children's ability to perform well in school, limit educational attainment, and reduce their future ability or willingness to participate in post-secondary education.

The two common methods for measuring the incidence of low income are Low Income Cut-offs (LICOs) and Market Basket Measure (MBM). LICOs are considered a *relative* approach and are based on family income data after government benefits and taxes. MBM is considered an *absolute* approach and assesses low income based on the cost of a specified basket of goods and services.

Using after-tax LICOs as a measure, the incidence of children (under 18) living in low-income circumstances in Alberta was 8.2% in 2010. Using the MBM, about 10.0% of children could be considered low-income.[69] Youth in Transition Survey results showed that a lower proportion of those from lower income families access college or university. Both the LICO and the MBM rates have increased from 2007 measures,[70] suggesting that more children in Alberta are growing up with financial barriers that may limit their access to education. Lower access rates among low-income children will likely add to the issue of comparatively low post-secondary attainment rates in the province. Students from low-income backgrounds are also more likely to need financial assistance if they participate in post-secondary education. If poverty rates continue to rise, the demand from low-income students will likely also increase, placing additional pressure on student aid systems.

However, when the effect of other factors such as parental education and rural residence are taken into account, family income itself has only a moderate relationship with participation in PSE.[71] In collaboration with Alberta Education, EAE has started looking at the high-school-to-post-secondary transition patterns and the post-secondary participation rate of learners from lower-income families.

Growth in Canada's working-age population has slowed by

Labour Market Shortages >>>

more than a third over the past 30 years and is projected to slow further in the future.[72] The year 2011 was the first in which baby boomers turned 65, signalling a wave of impending retirements amongst this age group. Though Alberta's population has been growing faster than that of other provinces and has the highest rate of in-migration, economic growth and low unemployment rates indicate that Alberta should expect to have labour shortages for the foreseeable future.

In 2012, about two-thirds of Albertans who were employed had post-secondary education, with 34.9% having certificate or diploma credentials and 23% having university degrees. It is anticipated that future labour market opportunities will be concentrated in occupations requiring post-secondary credentials.

EAE produces Alberta Occupational Demand and Supply Outlook Models, which forecasts the demand and supply for various occupational groups over 10 years. The educational component of the model forecasts the number of enrolments and graduates across 11 major fields of study for different levels of schooling. These forecasts are then translated into occupations where people are expected to look for employment. EAE uses these models as the basis for its forecast of labour market shortages by program band. The models distinguish occupations requiring post-secondary education and compare the projected demand for people in each occupational category with the projected supply. National Occupational Codes are then aligned to Classification of Instructional Programs (CIP) codes to categorize occupational areas with anticipated shortfalls into program bands.

Employment by Educational Attainment, Alberta 2012

Level of education	Population employed	Share of employed
Less than high school	248,400	11.6%
High school graduate	517,500	24.1%
Some post-secondary	138,600	6.4%
Post-secondary certificate or diploma	750,900	34.9%
University degree	494,000	23.0%

Source: Statistics Canada. Labour Force Survey (custom tabulation).

From 2011 to 2021, Alberta's labour market is projected to grow by approximately 607,000 jobs at an average annual rate of 2.4%. During this time, a total of 492,000 workers are expected to join the labour force, as supply increases at an annual rate of 1.9%. As a result, Alberta could experience a labour shortage of about 114,000 workers during this time period.[73] Over 62,000 (about 55%) of the new jobs created will likely require post-secondary education. Over 2011–21, EAE expects occupations related to the trades to have the greatest labour shortages, followed by health sciences and business. In the past years, post-secondary institutions have responded to these needs by developing program content and delivery models. In 2011–12, the education and training program bands that experienced the most significant growth in capacity through approved new programs and specialization were trades and technology, business and management, and health sciences. EAE is continuing to work closely with institutions, other ministries and key stakeholders to promote programming that furthers Alberta's priorities through a collaborative and integrated approach.

The CAPR projection is used to better align priority access areas with labour market demand, as most jobs created will require some form of post-secondary education. Comparing each program band's proportion of the anticipated labour market shortage with the system's enrolment mix helps explain the province's labour market shortages breakdown. For example, while over 34.3% of labour market shortages are expected to occur in Trades and Technology, a total of 9.3% of the post-secondary system's enrolment growth in the 2011 to 2021 period is expected to occur in this program band.

At the program band level, most labour market shortages are forecasted for graduates from the Trades and Technology (34.3%); Health Sciences (19.6%); Business (19.5%); and Physical, Natural and Applied Sciences (14.3%) program bands. Based on what learners are currently choosing, most enrolment growth is expected to be concentrated in the Language Arts, Social Sciences, Arts and Humanities (24.6%) program band, followed by Physical, Natural and Applied Sciences (19.3%), and Health Sciences (16.6%). However, a significant proportion of the labour market shortage in the Business program band is likely to be filled by graduates of Language Arts, Social Sciences, Arts and Humanities programs.

The post-secondary system must continue to anticipate and respond to both learner and labour market demand. With anticipated labour market shortages, a collaborative and comprehensive approach to planning across Campus Alberta is necessary to meet learner, societal, and economic needs.

Labour Market Shortages >>>

Labour Market Demand Forecast by Program Band, 2011-21

Program band	Projected labour shortage 2011-21 #	% of Total	Projected enrolment growth (FLE) 2011-21 #	% of Total
Trades and Technology	21,413	34.3%	986	9.3%
Health Sciences	12,222	19.6%	1,758	16.6%
Business	12,190	19.5%	1,332	12.6%
Physical, Natural and Applied Sciences	8,908	14.3%	2,048	19.3%
Languages, Social Sciences, Arts and Humanities	4,869	7.8%	2,603	24.6%
Education	1,328	2.1%	388	3.7%
Recreation	1,249	2.0%	217	2.1%
Legal and Security	212	0.3%	96	0.9%
Preparatory and Basic Upgrading	N/A	N/A	1,161	11.0%
All Programs	62,390	100.0%	10,590	100.0%

Notes: Rows may not total due to rounding. Labour shortage = projected demand – projected supply.
Sources: Alberta Enterprise and Advanced Education – Occupational Supply Outlook Model, In-Sector Model

Overview & Policy Implications >>>

While Alberta's economy did grow this year, and growth projections remain strong, it is not immune to global economic trends and the increase in growth was not as high as expected, primarily due to a decrease in resource revenue. Changes in international market conditions (such as the price differential created by Alberta's lower oil prices in comparison to global benchmark oil prices which is sometimes referred to as the "bitumen bubble") can impact government revenue streams. These changes can, in turn, impact the size of available financial supports for advanced learning providers. In a primarily resource-based economy such as Alberta's, it is important to have an advanced learning system that is as resilient and responsive to changing economic conditions as possible. In order to remain competitive in these conditions, advanced learning providers must continue to develop their capacity to respond to labour market needs while also finding collaborative and innovative solutions to support a more globally-focused knowledge-based economy.

A strong economy and low unemployment rates have intensified Alberta's existing labour market shortage and have highlighted the province's skills gap. Advanced learning providers will increasingly be asked to work in tandem with the GOA to address these skills gaps. Doing so will put added pressure on learning providers and government to fully understand employer needs, align programming to meet these needs and ensure learners graduate with the necessary skills and experience to successfully integrate into the labour market.

As post-secondary enrolment seems to work counter-cyclically to economic trends, a strong economy and labour market will likely result in reduced post-secondary enrolment rates, despite the fact that the majority of jobs now require some type of post-secondary education. Alberta's post-secondary system will have to navigate these seemingly incompatible trends as it responds to both labour market demands and learner behaviours. If the labour market continues to draw more working-age Albertans, employers and industry may be forced to play a greater role in contributing to the training and skills development of the workforce.

Chapter Three

POST-SECONDARY EDUCATION

Chapter Highlights >>>

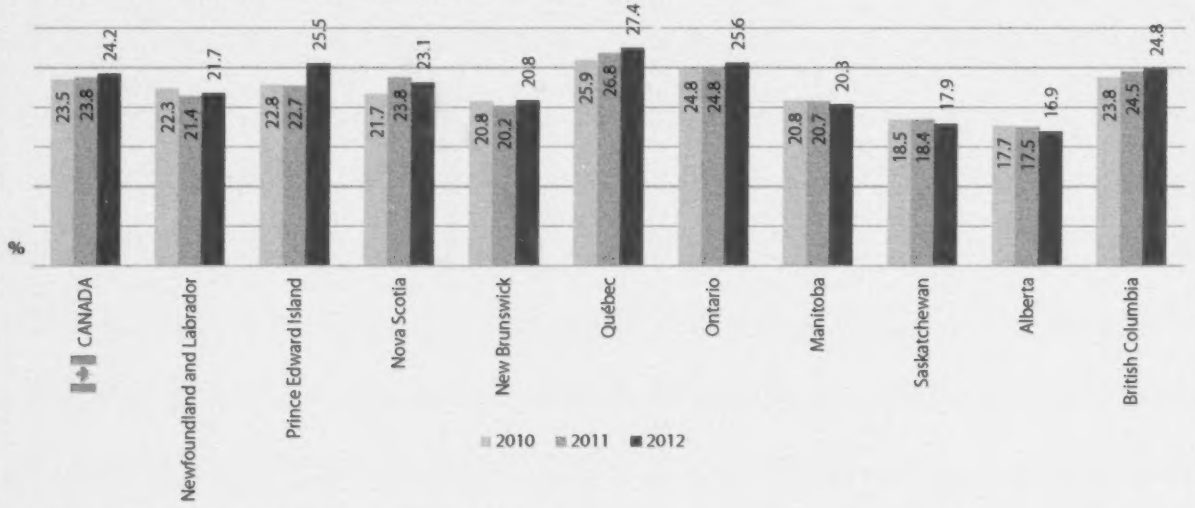
- Alberta has a lower post-secondary participation rate than other provinces due to a number of factors, including our strong labour market and high in-migration of educated people.
- Enrolment in Alberta's publicly-funded advanced learning system has steadily increased over the past 10 years, with an average annual increase of 2%. However, enrolment growth appears to be slowing down. Enrolment is expected to increase by 0.6 % for 2012–13 and by 2013-14, it could decrease by 0.3%.
- In 2011–12, a total of 39,866 learners graduated from parchment programs at Alberta's publicly funded institutions, an increase of 5.0% from the previous year.
- While Alberta has about 11% of Canada's labour force, it trains more than 20% of the country's apprentices.
- Alberta's private vocational training system offers over 700 licensed programs through 135 institutions and enrolled 12,614 students in 2011-12, which is a 5.6% increase from last year and represents the fourth consecutive year of enrolment increases.
- In 2012-13, the Student Aid Alberta program issued approximately $750 million in federal and provincial student aid to 58,680 full-time students.
- Aboriginal enrolment at Alberta's publicly funded post-secondary institutions has been steadily increasing, and currently makes up about 3.8% of all enrolments.

Post-secondary Participation >>>

The post-secondary participation rate of Albertans has hovered in the range of 17% to 20% over the past decade. In 2012, the post-secondary participation rate of Albertans aged 18–34 was 16.9%, almost 1% below the rate in 2010 and lowest in the country. Across the rest of the country, the post-secondary participation rates in 2012 ranged from highs of 27.4% in Quebec and 25.6% in Ontario, to 20.3% and 17.9% in Manitoba and Saskatchewan, respectively, which were next lowest to Alberta. The Canadian average was 24.2%. In Quebec and British Columbia, the participation rate increased over the past three years, whereas in Alberta, Manitoba and Saskatchewan it decreased.[74]

Alberta's comparatively low post-secondary participation rate is influenced by various factors, such as the availability of job opportunities,[75] the rate of population growth, and the capacity of the system to accommodate demand. Alberta's strong labour market is a key factor in the low participation rate among its 18–34 year old population. Another key factor is the province's status as a net gainer of migrants—both international and interprovincial—which increases the population base at a faster rate than enrolment. The majority of interprovincial migrants come to Alberta to work and are already in possession of the skills and training they need to participate in Alberta's labour market. Since the post-secondary participation rate is calculated by dividing the number of 18- to 34-year-old students attending post-secondary education into the population base, a greater rate of population growth can effectively lower the post-secondary participation rate, even though enrolment levels are increasing.

Post-secondary Participation Rate (18-34 years) - Canada and Provinces



Source: Statistics Canada. Labour Force Survey (custom tabulation)

System Overview >>>

Alberta has an extensive and multifaceted adult learning environment, which plays a critical role in the Alberta economy, and which will be one of the principal mechanisms used to address many of the economic issues discussed in the previous chapter. In Alberta, training and educational opportunities are provided by Campus Alberta, which seeks to be an integrated and collaborative advanced learning system comprised of publicly-funded post-secondary institutions, community adult learning providers, private vocational training providers, and a handful of other learning providers, and which is supported by Alberta Innovates,[1] and industry. Working together with these providers, the GOA takes steps that will provide long-term benefits to Alberta's society and economy, and address important system issues such as under-representation of specific groups (e.g., Aboriginal, rural, and learners with disabilities); participation and enrolment rates and patterns, as well as program completion rates; and affordability (e.g., providing appropriate levels of student financing).

Campus Alberta's 26 publicly funded post-secondary institutions are categorized into six sectors, each with corresponding roles and mandates.[2] These sectors are Comprehensive Academic and Research Institutions (CARIs), Baccalaureate and Applied Studies Institutions (BASIs), Polytechnical Institutions (PIs), Comprehensive Community Institutions (CCIs), Independent Academic Institutions (IAIs), and Specialized Arts and Culture Institutions (SACIs).

Institutional differentiation among sectors is based largely on credentials offered and type of research activity at the institution. It is also recognized that institutions differ within each sector according to program or specializations, institutional strengths, strategic priorities, client groups served, or delivery models utilized. The six-sector model allows for greater responsiveness to community needs through regional stewardship, and ensures that Campus Alberta is able to achieve desired outcomes and effectively meet the diverse expectations of learners, society, the economy, and employers.

Enrolment Trends

Two different methods are used to report enrolment data in Alberta's publicly-funded post-secondary education system: headcount enrolment and full-load equivalent (FLE) enrolment. Headcount enrolment counts the actual number of students in post-secondary education. The FLE measure looks at the course load students take, with one FLE representing the equivalent of what a standard student taking a standard full load would generate during an academic year (fall and winter terms). An FLE value of 1.0 means that the student is taking the equivalent of a full course load for a standard program. A student taking a portion of the program would generate less than 1.0 FLE. Reporting enrolment data as FLEs help reflect system capacity and allow enrolment comparisons across various programs and institutions.

Enrolment has increased over the years, with the reported FLE enrolment figures showing an average annual increase of 2.0% over the past 10 years. Headcount enrolments increased by an average of 1.6% annually from 2004–05 to 2011–12.

However, enrolment growth appears to be slowing down. In 2011–12, FLE enrolment decreased by 0.1%. Preliminary enrolment reports for the 2012–13 academic year estimate that FLE enrolment will only increase by 0.6%, and it is projected that enrolment could decrease by 0.3% in 2013–14.

Recent enrolment trends suggest that when Alberta's economy is booming (2004–08), enrolment increases are smaller than when the economy cools (2008–10). In other words, more Albertans pursue post-secondary education/training at times when there are fewer employment opportunities available. This is an important factor to consider when planning and anticipating demand for post-secondary seats.

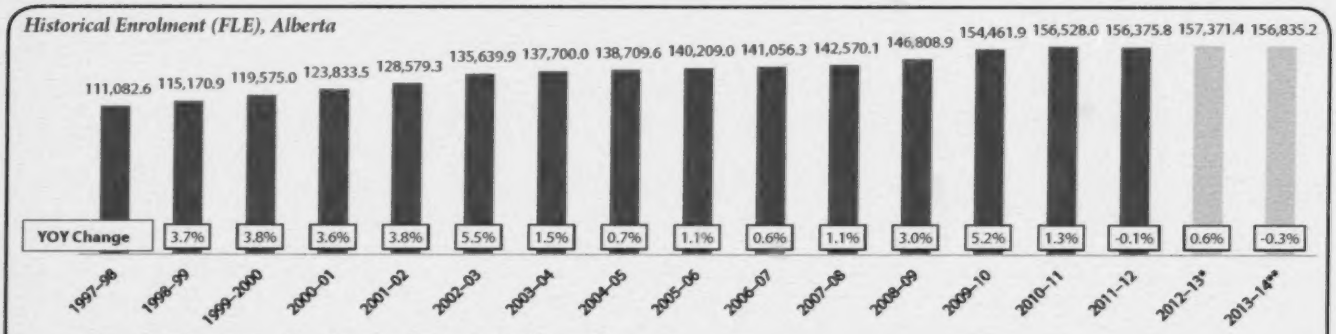
While enrolment decreased marginally at the system level in 2011-12, enrolment changes vary across programs, institutions, and regions. For example, at the regional level, institutions within the Keyano region (-5.9%), Central region (-4.3%), Grande Prairie region (-4.2%), Medicine Hat region (-2.6%), Edmonton region (-1.7%) and Lakeland region (-1.5%) had a decrease in FLE enrolment in 2011–12 compared to previous year, whereas Northern Lakes region (3.7%), Calgary region (2.6%), Portage region (1.6%) and Lethbridge region (0.4%) had an increase in FLE enrolment. Variations across programs, institutions, and regions indicate the need for EAE to continue to work closely with institutions to encourage programming that meets the needs of the labour market and learners. Due to these regional differences, it may be important to focus resources in areas with greater growth in order to support system needs.

1 Alberta Innovates aims to strengthen the province's role as a world leader in using science to seek solutions. It includes one advisory board, the Alberta Research and Innovation Authority and four corporations: Alberta Innovates – Bio Solutions, Alberta Innovates – Energy and Environment Solutions, Alberta Innovates – Health Solutions, and Alberta Innovates – Technology Futures.

2 For more information, see the Roles and Mandates Policy Framework for Alberta's Publicly-Funded Advanced Learning System, available online at http://eae.alberta.ca/post-secondary/policy/roles.aspx.

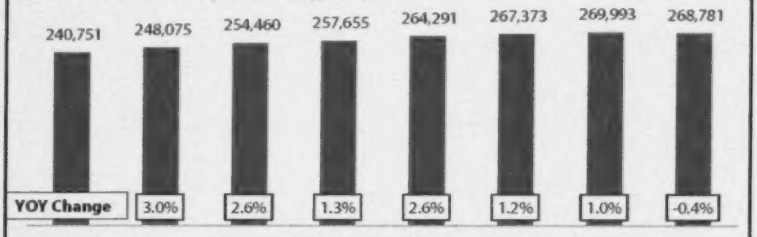
System Overview >>>

Historical Enrolment (FLE), Alberta



Notes: *Preliminary–based on fall enrolment survey. **Projection. YOY=Year over Year
Source: Alberta Enterprise and Advanced Education – Learner and Enrolment Reporting System (LERS), Preliminary Enrolment Survey

Historical Enrolment (Headcount), Alberta



Source: Alberta Enterprise and Advanced Education – Learner and Enrolment Reporting System (LERS)
Notes: YOY=Year over Year

Historical Enrolment by Service Region (FLE – Attending at)

Geographic service region	2007–08	2008–09	2009–10	2010–11	2011–12	Average annual increase
Calgary	48,708.7	50,977.9	54,073.8	55,537.3	56,963.1	3.3%
Central	5,215.2	5,285.9	5,629.0	5,609.0	5,366.1	0.6%
Edmonton	62,258.6	63,649.6	65,805.9	66,163.6	65,008.7	1.3%
Grande Prairie*	1,251.1	1,289.8	2,069.3	2,013.8	1,929.1	11.1%
Keyano	1,290.2	1,212.4	1,353.1	1,414.7	1,331.3	1.9%
Lakeland	1,928.0	2,051.1	2,098.8	2,249.8	2,215.9	4.6%
Lethbridge	10,606.7	10,503.9	11,034.4	11,022.1	11,070.9	0.8%
Medicine Hat	2,347.1	2,312.6	2,537.4	2,547.5	2,482.1	1.1%
Northern Lakes	860.4	1,020.2	1,059.6	1,088.1	1,128.1	7.9%
Portage	910.8	979.6	1,099.3	989.9	1,005.7	0.9%
Athabasca University	7,193.3	7,525.9	7,701.3	7,892.1	7,874.8	1.9%
Alberta	142,570.1	146,808.9	154,461.9	156,527.9	156,375.8	2.1%

*Note: *The significant jump in enrolment in the Grande Prairie region in 2009–10 may be largely attributed to Grande Prairie Regional College's assumption of program delivery at Fairview College, formerly delivered by NAIT.*

Enrolment reported by geographic service region are determined by institutions' home campus location. The Calgary service region includes enrolments for the Banff Centre.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS), Banff Centre – Enrolment Report.

System Overview >>>

Historical Enrolment by Service Region (Headcount – Attending at)

Geographic service region	2007–08	2008–09	2009–10	2010–11	2011–12	Average annual increase
Calgary	84,907	88,061	88,349	88,749	89,950	1.3%
Central	10,591	10,455	10,228	10,004	9,658	-2.0%
Edmonton	93,590	95,946	97,041	97,727	95,802	0.7%
Grande Prairie*	2,298	2,249	3,965	3,800	3,822	14.7%
Keyano	2,537	2,658	2,866	2,932	2,869	3.3%
Lakeland	8,067	7,713	7,386	7,925	7,396	1.9%
Lethbridge	15,403	15,034	15,526	15,620	15,630	0.1%
Medicine Hat	5,570	5,255	5,250	5,408	5,425	-1.1%
Northern Lakes	1,565	1,734	1,709	1,752	1,933	6.8%
Portage	2,773	3,062	2,974	3,585	3,360	4.1%
Athabasca University	37,876	38,543	38,333	38,937	39,284	1.1%
Alberta	257,655	264,291	267,373	269,993	268,781	1.1%

*Note: *The significant jump in enrolment in the Grande Prairie region in 2009–10 may be largely attributed to Grande Prairie Regional College's assumption of program delivery at Fairview College, formerly delivered by NAIT.*

Enrolment reported by geographic service region are determined by institutions' home campus location. The Calgary service region includes enrolments for the Banff Centre.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS), Banff Centre – Enrolment Report.

Most learners attending publicly funded post-secondary institutions in Alberta are between the ages of 18 and 34. This group is referred to as the prime post-secondary-attending cohort. The regional service rate compares the service region's 18- to 34-year-old population with the number of 18- to 34-year-olds attending publicly funded post-secondary institutions within that region. This ratio indicates post-secondary participation at the regional level. In 2011–12, the Lakeland region and Lethbridge region had the highest regional service rate, at 30.9%. The Northern Lakes region had the lowest, at 6.7%.

Post-secondary Regional Service Rate, 18–34 Years

Geographic service region	2007–08	2008–09	2009–10	2010–11	2011–12
Calgary	18.3%	18.5%	18.8%	19.0%	18.8%
Central	11.0%	11.0%	11.1%	10.8%	10.3%
Edmonton	22.9%	22.6%	22.8%	22.9%	22.0%
Grande Prairie	4.6%	4.5%	8.4%	8.1%	8.0%
Keyano	9.1%	8.8%	9.1%	9.2%	8.3%
Lakeland	31.8%	31.5%	31.1%	33.3%	30.9%
Lethbridge	30.4%	29.5%	30.5%	31.0%	30.9%
Medicine Hat	13.5%	12.9%	14.0%	14.2%	14.2%
Northern Lakes	5.8%	6.3%	6.2%	6.2%	6.7%
Portage	9.9%	11.0%	10.5%	11.8%	11.1%

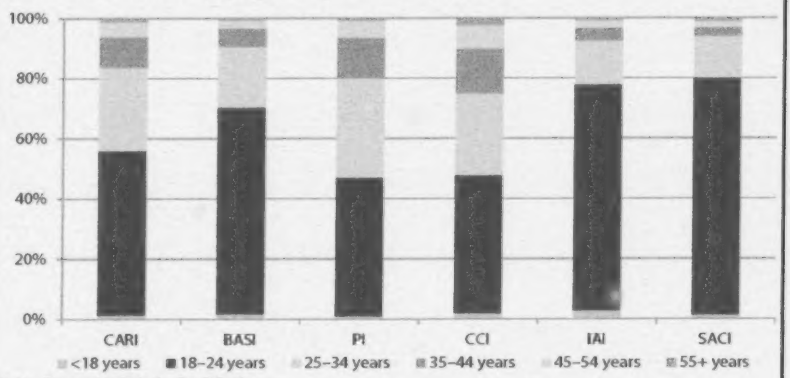
Notes: Students attending at multiple locations are counted at each location. Athabasca University is not included in any particular service region. Data does not include the Banff Centre. Data are restated annually due to updated historical population figures.
Sources: Alberta Treasury Board and Finance, Statistics Canada, Alberta Enterprise and Advanced Education.

System Overview >>>

Some differences in the distribution of enrolment by age group are evident across programs and sectors. For example, IAIs and SACIs are more likely to serve young adults aged 18–24, whereas CCIs, PIs and CARIs are more likely to serve older learners. The age profiles of the sectors have remained stable over time.

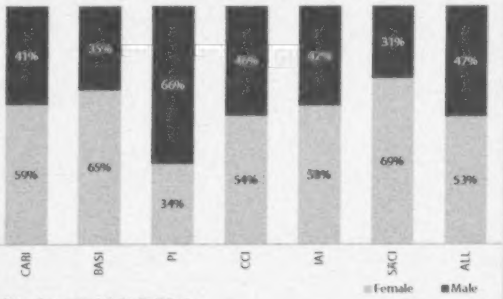
A higher proportion of females (53%) than males (47%) are enrolled in post-secondary education in Alberta. The proportion of females is higher in most program bands. Trades and Technology, Legal and Security, and Physical, Natural and Applied Sciences are the only program bands that had a higher proportion of males than females. Gender profiles of program bands and sectors have remained consistent in the past 5 years.

Enrolment (Headcount) by Age Group and Sector, 2010-12



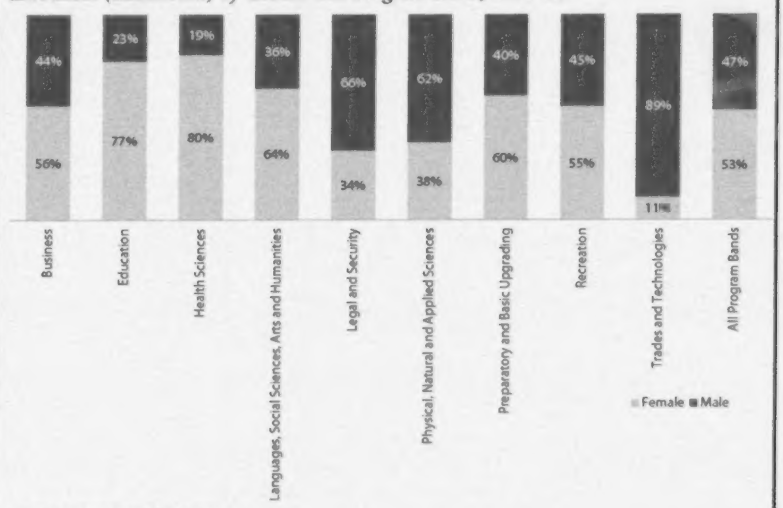
Notes: Does not include the Banff Centre.
CARI – Comprehensive Academic and Research Institutions, BASI – Baccalaureate and Applied Studies Institutions, PI – Polytechnical Institutions, CCI – Comprehensive Community Institutions, IAI – Independent Academic Institutions, SACI – Specialized Arts and Culture Institutions

Enrolment (Headcount) by Gender and Sector, 2011-12



Notes: Does not include the Banff Centre.
CARI – Comprehensive Academic and Research Institutions, BASI – Baccalaureate and Applied Studies Institutions, PI – Polytechnical Institutions, CCI – Comprehensive Community Institutions, IAI – Independent Academic Institutions, SACI – Specialized Arts and Culture Institutions
Source: Alberta Enterprise and Advanced Education - Learner and Enrolment Reporting System (LERS).

Enrolment (Headcount) by Gender and Program Band, 2011-12



Notes: Does not include the Banff Centre.
Source: Alberta Enterprise and Advanced Education - Learner and Enrolment Reporting System (LERS).

System Overview >>>

Program Completers

A program completer is an individual who has completed all necessary program requirements and is awarded a parchment (when offered by the program). Individual institutions determine whether students have completed program requirements for graduation. Students attending Alberta's post-secondary institutions may be enrolled in more than one program and may receive multiple parchments in the same academic year.

In 2011–12, 39,866 learners graduated from parchment programs at Alberta's publicly funded institutions, an increase of 5.0% over the previous year. The Health Sciences program band had the highest number of program completers (10,338), followed by Business (7,814) and Languages, Social Sciences, Arts and Humanities (6,696). The largest annual increases were in the Recreation program band (16.6%) and Health Sciences program band (14.0%).

Unduplicated Graduates of Parchment Programs by Program Band and Credential, 2011-12

Program bands	Certificate and Post-Basic Certificate	Post-Degree Certificate	Applied and Bachelor Degrees	Doctoral Degrees	Master Degrees	Diploma and Post-Basic Diploma	Post-Degree Diploma	All Credentials	% Change from 2010–11
Business	1,186	0	3,315	7	499	2,659	184	7,814	3.3%
Education	204	5	1,977	44	500	76	25	2,831	0.8%
Health Sciences	3,797	17	3,531	101	838	2,083	13	10,338	14.0%
Languages, Social Sciences, Arts and Humanities	465	0	4,086	101	499	1,557	3	6,696	-1.1%
Legal and Security	311	0	411	0	10	533	0	1,264	3.9%
Physical, Natural and Applied Sciences	281	0	3,627	383	1,211	984	2	6,488	0.9%
Recreation	99	0	543	14	45	135	0	835	16.6%
Trades and Technology	1,792	0	88	0	0	2,114	0	3,994	5.8%
All program bands	8,051	22	17,308	650	3,601	10,136	227	39,866	5.0%

Notes: Table does not include data from the Banff Centre. The sum of the rows will not equal the provincial total, as students may have received more than one parchment.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

System Overview >>>

Satisfaction with Post-Secondary Education

The Alberta Graduate Outcomes Survey, which is conducted every two years, indicates that graduates of Alberta's post-secondary institutions are highly satisfied with their educational experience. Survey results of the class of 2009–10 showed that the vast majority of graduates were satisfied with the overall quality of their educational experience (92%). Graduates were also satisfied with the quality of the program they attended (90%), and the quality of teaching in their program (90%). The large majority (86%) of graduates also indicated that they feel the financial investment in their post-secondary studies was worth the benefits gained.[76] In addition to satisfaction with the quality of program, quality of teaching and program being worth the financial investment, graduates' perception regarding the overall quality of their educational experience was also influenced by their satisfaction with their current job and how related their current job is to the subject-area knowledge they acquired through the program.[77]

More than three-quarters of graduates of the class of 2009–10 agreed that the program they attended provided them with an opportunity to improve themselves (85%), the knowledge of a particular field of study (83%), and a desire to continue learning more (79%). Two-thirds or more graduates felt that the program improved employment opportunities (71%), provided chances of improved income (69%) and provided the skills needed for a particular job (67%).[78]

Alberta graduates tend to feel that their program has added to their skills, knowledge and abilities to a positive extent. Reflecting on their educational experience, approximately three-quarters of graduates feel that it helped them to learn independently (78%), work independently (78%), analyze Information (76%), solve problems (72%), and work well with others (71%).[79]

The vast majority of graduates indicated that they would recommend both the institution they attended (94%) and the program they completed (87%) to others.[80]

Apprenticeship >>>

Alberta's Apprenticeship and Industry Training System: Background

Apprenticeship is a form of post-secondary education where people earn as they learn skills in a particular trade. Approximately 80% of an apprentice's time is spent on the job under the guidance of a qualified tradesperson and the other 20% involves technical training. Technical training is offered at 11 of Alberta's technical training institutes and colleges.

There are a variety of ways an apprentice can participate in technical training. Technical training is often delivered through "block release," where the apprentice spends a block of time (typically eight weeks per year) in the classroom. In some trades, technical training is offered in other formats, such as blended learning (combined online and laboratory learning), training delivered one day a week for several months, and on-site classes at the workplace. Some apprentices may obtain study materials or individual learning modules to assist with their learning.

Industry establishes training and certification standards and provides direction to the system through an industry committee network and the Alberta Apprenticeship and Industry Training (AIT) Board. The GOA provides the legislative framework and administrative support for the system, and EAE acts as the registrar.

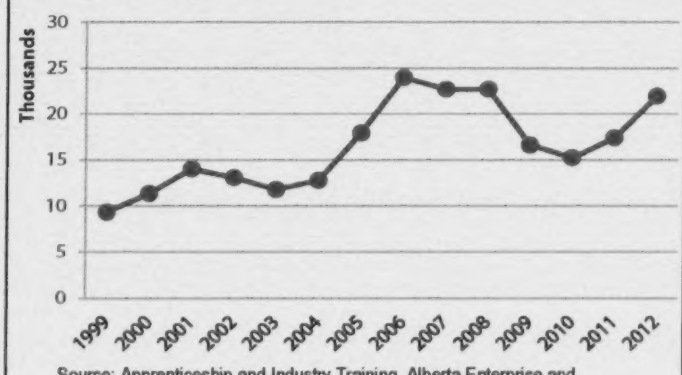
Because the system is industry-led, apprenticeship programs have consistent and standardized technical training course content across institutions. This allows apprentices to take different periods of technical training at different institutions.

A registered apprentice is a person participating in an apprenticeship program under a contract registered with EAE. While becoming an apprentice requires an employer, learners must also attend apprenticeship technical training to complete an apprenticeship program. In addition to attending apprenticeship technical training, credit may also be granted for completing a number of recognized technology and technician programs.

While Alberta has about 11% of Canada's labour force, its employers hire and train more than 20% of the country's apprentices.[81] As of December 31, 2012, more than 61,000 apprentices were registered in Alberta's apprenticeship and industry training system.[82]

During the period 1999 to 2004, between 9,000 and 14,000 new apprentices were registered by EAE annually. Due to the heightened economic activity in Alberta and its high demand for tradespeople, the number jumped to approximately 18,000 in 2005 and rose to approximately 23,000 by 2008.[83] With the economic slowdown, the number of new apprentices dropped to about 16,600 in 2009 and 15,200 in 2010 and then started to rise to almost 17,400 in 2011. In 2012, Alberta employers hired and registered almost 22,000 new apprentices. Unlike most other post-secondary enrolment levels in Alberta, which work counter-cyclically to economic trends, enrolment in apprenticeship programs seems to operate in tandem with economic ups and downs. As a result of their close ties to industry and their integrated work-and-learning model, apprenticeship programs have enrolment trends that are quite distinct from other post-secondary programs.

New Apprentices Registered



Source: Apprenticeship and Industry Training, Alberta Enterprise and Advanced Education.

Technical Training Seats

Apprenticeship technical training seats are scheduled at institutions according to:

- Number of registered apprentices eligible for training in each region, trade, and period
- Anticipated number of new apprentices
- Employer/apprentice preferences
- Availability of training facilities
- Current and historical class-fill rates
- Number of apprentices scheduled to attend current classes who will progress to the next level

When demand for technical training is high, funding is focused on apprenticeship seats. When demand drops, funding may be reallocated to investment in entry-level training and system enhancements such as online delivery. This flexibility allows apprenticeship technical training to address direct apprenticeship needs. It is normal for seats to be added during the year as required, as the apprenticeship and industry training system has a continuous intake and graduation system. The number of apprenticeship seats offered each year shows a strong correlation with the employment rate of the previous calendar year.

Apprenticeship >>>

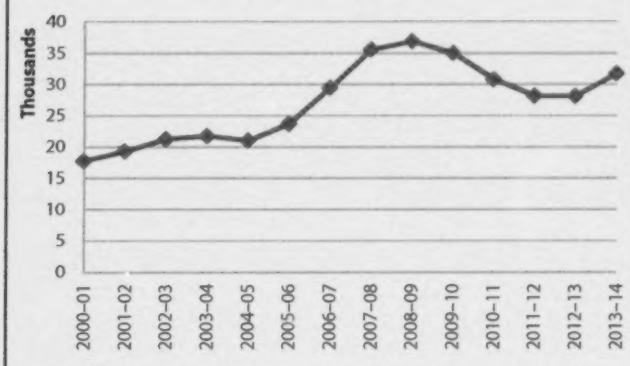
With fewer new apprentices starting in 2009 and 2010 as a result of the economic downturn, fewer apprenticeship technical training seats were required. However, with the increase in new apprentices in 2011 and 2012, the number of technical training seats offered increased in 2012–13 and again in 2013–14. In 2011–12, 79% of apprentices who completed the first period of their program (including on-the-job training and work experience, technical training, and industry exams) completed their apprenticeship program within two years of the earliest completion date.[84]

Technical Training Seats Offered by Service Region

Geographic service region	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Calgary	10,651	11,312	10,635	8,728	7,844	8,081	8,331
Edmonton	14,493	15,080	14,724	13,542	12,346	12,551	13,615
Central	4,188	4,133	3,762	3,218	2,895	3,040	3,483
Grande Prairie	1,476	1,661	1,480	1,271	1,198	1,274	1,576
Lakeland	1,437	1,283	1,142	996	1,032	1,228	1,368
Lethbridge	1,315	1,269	1,137	949	876	940	1070
Keyano	874	1,040	1,016	970	850	852	960
Medicine Hat	729	679	693	709	668	714	834
Northern Lakes	165	221	214	241	225	244	292
Portage	224	188	184	151	172	182	182
Total	35,552	36,866	34,987	30,775	28,106	29,106	31,711

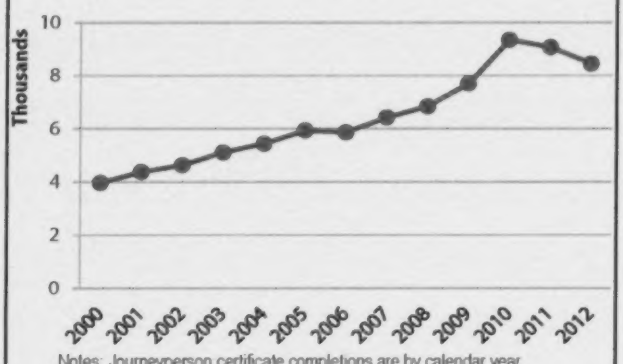
Notes:
Figures do not include seats in bridging programs.
Regional allocation is determined at the institution level. Institutions are assigned as follows: Southern Alberta Institute of Technology to Calgary region, Northern Alberta Institute of Technology to Edmonton region, Red Deer College and Olds College to Central region, Grande Prairie Regional College to Grande Prairie region, Lethbridge College to Lethbridge region, Lakeland College to Lakeland region, Keyano College to Keyano region, Medicine Hat College to Medicine Hat region, Northern Lakes College to Northern Lakes region and Portage College to Portage region.
Figures do not include Delmar College, Marvel College, the Eveline Charles Academy, or other private training providers.
Source: Apprenticeship and Industry Training, Alberta Enterprise and Advanced Education.

Technical Training Seats Offered by School Year



Notes: Additional apprenticeship seats may be added in-year.
Source: Apprenticeship and Industry Training, Alberta Enterprise and

Individuals Issued Journeyperson Certificates



Notes: Journeyperson certificate completions are by calendar year
Source: Apprenticeship and Industry Training, Alberta Enterprise and

Apprenticeship >>>

Trade Futures

Concerns about an aging population extend to skilled tradespeople. As Alberta's overall population ages, the supply of skilled tradespeople will be under increasing pressure. The median age in the skilled trades is steadily increasing, with many retirements expected over the next decade. Even with steady increases in the number of apprentices completing programs, a shortage of workers in certain trades is anticipated within and outside the province.[85,86,87]

As the economy grows, industry will need "work-ready" people and apprenticeship technical training seats for more apprentices.

To meet future demand during periods of economic boom, as well as to address the province's aging population, EAE changed the journeyperson-to-apprentice ratio in 2011. All trades now have a ratio of one journeyperson supervising two or more apprentices. This allows more apprentices to be trained by Alberta industry, which in turn will positively impact the future number of skilled tradespeople in the province. For every dollar spent on training an apprentice, employers can, on average, expect a benefit of $1.47 or a net return of $0.47.[88]

In addition, Alberta is looking into broadening the recognition of trade credentials from countries like the United States, the United Kingdom, and Ireland.

To encourage more people to pursue a career in the trades, the GOA and the Alberta Apprenticeship and Industry Training Board are working with industry and organizations to encourage awareness, participation, and success in the trades, and to support Alberta youth and other underrepresented groups, including women and Aboriginal persons, to pursue careers in the skilled trades. To encourage the development of a sustainable skilled labour pool, the GOA is also working with the Alberta Apprenticeship and Industry Training Board on an "Industry Champions" initiative that encourages industry leaders to promote and support apprenticeship hiring, training, and progression until program completion.

Foundational Learning >>>

The *Roles and Mandates Policy Framework*[3] identifies two system outcomes—vibrant learning communities and strong learning foundations—that require a strong community-based adult learning system that operates in alignment with post-secondary institutions.[27] Foundational learning refers to the full array of learning required to bring individuals up to the equivalent of a high school graduate. It includes literacy, English as a Second Language (ESL), academic upgrading and preparations, high school equivalency, skills development, and employment preparation.

Foundational learning is a required programming area of Community Adult Learning Councils, with funding also provided to community adult literacy and family literacy organizations. Many post-secondary institutions also provide a level of foundational learning, usually adult basic upgrading, high school equivalency, and skills development.

Community Adult Learning

EAE's Community Adult Learning Program provides funding and other supports to 123 community-based organizations so they can offer a variety of part-time, non-credit adult learning opportunities in Alberta communities. These organizations are the primary providers of basic literacy and English language learning opportunities in rural Alberta.

Funded organizations receive a mix of three grants from EAE, each with a different focus:

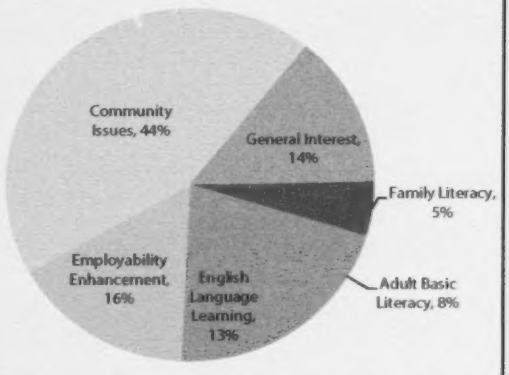
The **Community Adult Learning Council (CALC) grant** supports 82 organizations in offering foundational and transitional programming, such as Adult Basic Literacy, English or French language learning, and Employability Enhancement (e.g. first aid, General Equivalency Diploma). It also supports the delivery of programming designed to address local community needs, such as crime prevention, farm succession, and parenting workshops. In 2011, there were 75,914 registrants in one of these opportunities, with another 11,656 registrants in general interest opportunities, such as a community kitchen or social dance.

These initiatives provide adults who may have been out of a learning environment for some time with a safe re-entry into learning, and provide access to information about other learning opportunities in their communities. General interest programs also help organizations to generate revenue that supports foundational learning opportunities for learners facing financial barriers.

The **Volunteer Tutor Adult Literacy Services (VTALS) grant** supports 70 organizations that offer basic instruction to adults wanting part-time, individual, small group, or classroom instruction to improve their literacy, numeracy, or language skills. In 2011, there were 2,820 registrants in VTALS-funded programs. About one-quarter (27%) of program participants are immigrants to Alberta. These learners bring years of formal schooling to the province, and community learning opportunities are an important springboard to their future employment and education.

The **Family Literacy Initiative Fund (FLIF) grant** supports 54 organizations that offer family literacy programming to economically and socially disadvantaged families. This programming aims to boost the confidence and literacy skills of parents so they can effectively engage their preschool children in early language and learning activities. In 2010–11, there were 4,082 registrants (parents/caregivers) in FLIF-funded programs.

Community Adult Learning Participation by Program Type, 2011



Note: French Language Learning represented less than 1% of programming offered and is not included in the chart.
Source: Alberta Enterprise and Advanced Education – Community Adult Learning Program *2011 Report to Partners*.

The Community Adult Learning Program supports a wide variety of learning opportunities, which are grouped under seven programming types. At the provincial level, Community Issues learning opportunities were the most popular programming type with 44% of the learners participated in them, followed by Employment Enhancement programs (16%), General Interest programs (14%), English Language Learning (13%), Adult Basic Literacy (8%), Family Literacy (5%), and French Language Learning (<1%). Community Issues learning opportunities were the most popular programming type in most service regions, with the exception of Keyano and Northern Lakes service regions. In Keyano service region, approximately three-quarters of learners participated in Employability Enhancement (77%) programs, and in Northern Lakes region General Interest (36%) and Employability Enhancement (32%) programs were the most popular programs.

3 For more information, see the Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Learning System, available online at http://eae.alberta.ca/post-secondary/policy/roles.aspx

Foundational Learning >>>

Workplace Essential Skills

Alberta's post-secondary institutions also play a key role in community education and foundational learning. Comprehensive Community Institutions (CCIs), through their regional stewardship role, partner and collaborate with local communities and community adult learning providers in order to increase access to a range of learning opportunities. In addition, many institutions have satellite campuses and learning centres in several communities that provide expanded access in response to regional needs.

Within the post-secondary system, most learners access foundational programs through CCIs. In 2011–12, 80.7% of ESL enrolments (headcount), 64.6% of Academic Upgrading, 55.8% of Transitional Vocational, and 100% of Adult Basic Education and Employment Skills enrolments were in the CCI sector. A total of 44.2% of Transitional Vocational, 21.8% of Academic Upgrading, and 20.1% of ESL enrolments were in the Baccalaureate and Applied Studies Institution sector, and 14.2% of Academic Upgrading enrolments were in the Polytechnical Institutions sector. A small percentage of academic upgrading enrolments were in the Independent Academic Institution sector, at about 0.4% of total academic upgrading enrolments.

These statistics indicate that the majority of foundational learning still occurs in CCIs while other providers in the advanced learning system remain minimally involved in foundational learning activities. This demonstrates that such foundational learning remains a critical component of the mandate and work of CCIs, which provide a valuable linkage to further learning and employment across the province. As identified in the *Roles and Mandates Policy Framework*, progress is still needed to adequately integrate Alberta's advanced learning system with its community-based foundational learning system so that foundational learners have a wider variety of options and access points and Albertans can continue to increase their education at all levels.

Most learners (headcount) enrolled in foundational programs in 2010–11 were aged 18–34 (74.6%). The majority of learners in Transitional Vocational programs and ESL were enrolled full-time, whereas Academic Upgrading, Adult Basic Education, and Employment Skills had more part-time learners.

Total enrolment (headcounts) in foundational programs declined marginally (3.0%) in 2011–12, compared to a year earlier. Enrolment in Academic Upgrading, Adult Basic Education, and Employment Skills decreased, whereas enrolment in Transitional Vocational and ESL increased. A favourable labour market created by the economic recovery might be the reason for the decline in enrolment.

Collaboration between CCIs and community adult learning is an important component of foundational learning in Alberta. Further analysis of the extent of collaboration and of student transitions between foundational learning and CCIs (and potentially other post-secondary institutions) may benefit the adult learning system and the government.

Alberta's foundational learning network gives individuals an opportunity (often through post-secondary studies) to acquire the skills necessary to develop to their full potential. The opportunity to acquire and develop skills through foundational learning is vital given the vast number of individuals who bypass further post-secondary and transition directly to the labour market, and because many Albertans perform below minimum literacy standards. Moreover, the foundational learning network promotes lifelong learning which has a number of benefits both for the individual and for Alberta's society and economy.

Private Vocational Training >>>

Alberta's private vocational training system consists of 135 providers and offers over 700 licensed programs. Private vocational training organizations provide focused occupational training in fields with viable employment opportunities. Licensed programs are offered in a wide variety of fields, such as acupuncture, emergency medical services, massage therapy, business administration, esthetics, and multimedia.

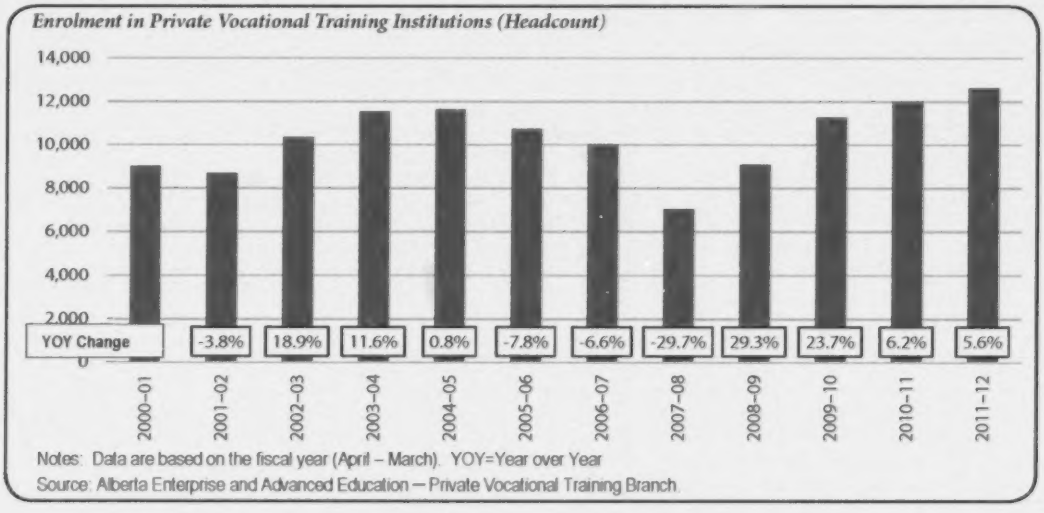
EAE licenses and monitors private vocational training programs in accordance with the *Private Vocational Training Act* and Regulation. This legislation allows private career colleges to participate in Alberta's post-secondary education system and provides consumer protection to students enrolled in licensed programs.

As part of the application and licensing process, private vocational training providers are required to demonstrate industry support and the existence of labour market demand for graduates, as well as the relevance of the curriculum, appropriateness of admission requirements and suitability of instructor qualifications. If a professional body regulates the field, its requirements must be met before a provider applies for a licence.

In 2011–12, 12,614 students were enrolled in the private vocational training system, an increase of 5.6% over the previous year. This represents the fourth consecutive year of increase in enrolment.

In terms of performance outcomes, all private vocational providers annually report their graduation rates (the percentage of students who graduated from a program, compared to the number who were expected to graduate during the reporting period) and job-placement rates (the percentage of job-seeking graduates who found related employment during the reporting period) to EAE.

In 2011–12, the overall graduation rate for learners from private vocational training providers was 84%, and their job-placement rate was 90%.[90] The majority (75%) of 2009–10 graduates from private vocational training institutions were satisfied overall with their educational experience. Nearly three-quarters of graduates were also satisfied with the quality of program (73%) and quality teaching (73%). The majority (62%) of graduates agree that the program they took at private vocational training institutions was worth the financial cost.[91]

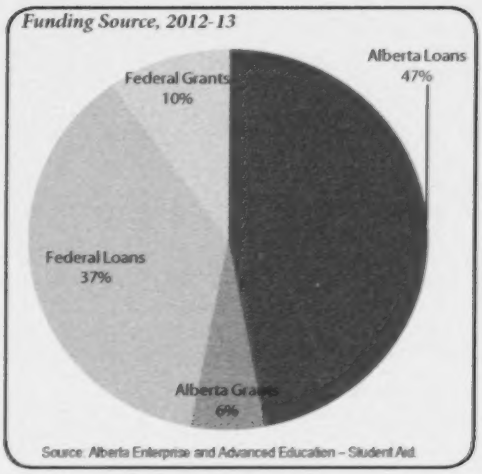


Notes: Data are based on the fiscal year (April – March). YOY=Year over Year

Source: Alberta Enterprise and Advanced Education – Private Vocational Training Branch

Student Funding >>>

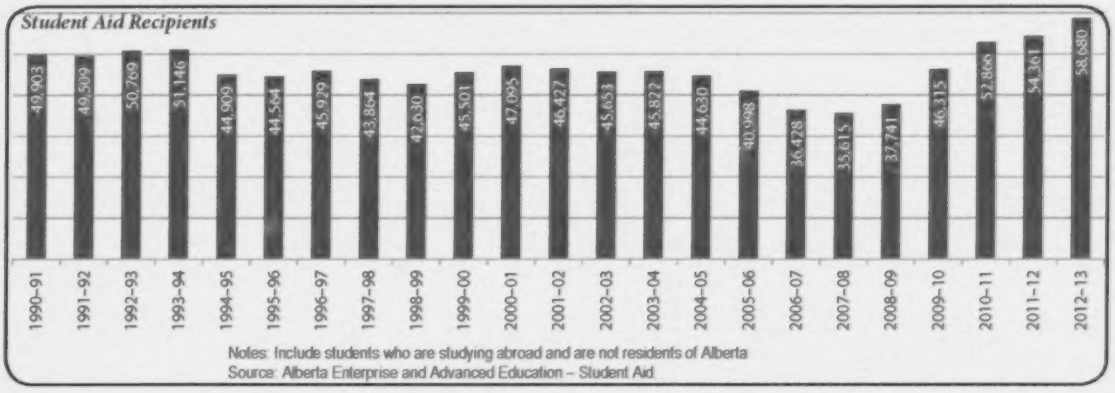
The Alberta Graduate Outcomes Survey of the class of 2009–10 showed that most graduates worked while taking classes and many relied on financial aid from government and/or non-government sources. Nearly three-quarters (72%) of graduates reported working while taking classes at an Alberta post-secondary institution, and 54% of graduates used some form of borrowing to finance their post-secondary education—39% graduates reported receiving a government sponsored student loan and 29% of graduates reported receiving some form of non-government financing for education-related expenses. The median total debt at the time of graduation was $14,000. Over two-thirds (68%) of graduates received scholarships, grants or bursaries during their studies at Alberta post-secondary institutions, with the median amount received being $4,000.[92]



Student Aid Alberta

The Student Aid Alberta program issues loans and grants to students demonstrating financial need. Government student aid helps cover the basic costs of education, including tuition, fees, books, supplies, and basic living costs. Student loans are interest-free while students are in school, and students are not required to make payments while in school and for six months after leaving their studies. Federal and provincial grants are available for low income students, students caring for children, and those with permanent disabilities. Alberta also provides the Completion Incentive Grant to Student Aid Alberta recipients in their final year of study. When students apply to Student Aid Alberta, they are automatically considered for loans and grants from both the provincial and federal governments.

In 2012-13, 58,680 full-time students were issued a total of approximately $750 million in federal and provincial loans and grants at an average of $12,748 per student. Reflecting student enrolment, most Student Aid Alberta recipients were female (60.7%). The majority of the recipients were single without children (81.5%), with the remaining being married (11.6%) or single parents (6.9%).[93]



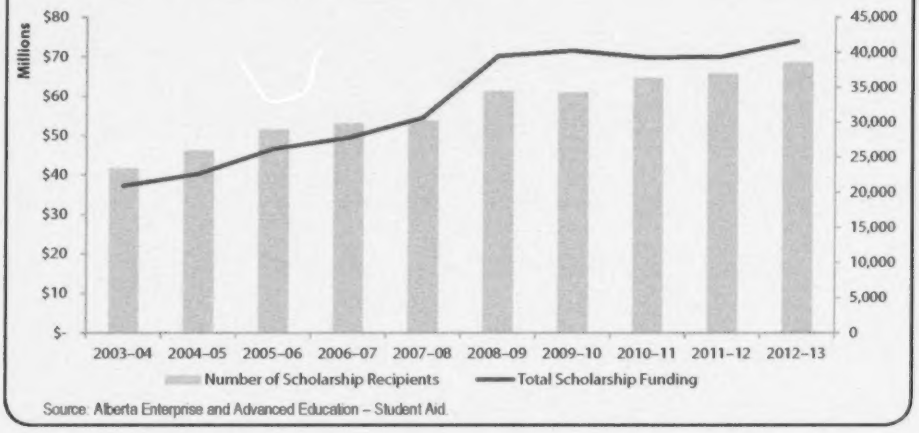
Student Funding >>>

Alberta Scholarship Programs

Alberta Scholarship Programs are designed to reward students' past excellence and encourage continued performance at a high level. They also serve as a goal for students, to inspire them to achieve their best results and reward them for their efforts.

Alberta has one of the most generous scholarship programs in Canada with sixty different programs that reward students at all levels and for various types of excellence, including academic, athletic, artistic and community service. Benchmark scholarships are awarded to everyone who meets the criteria, and competitive scholarships have a maximum number of awards or a maximum budget. In 2012–13, 38,500 students received $73.8 million in scholarships from Alberta Scholarship Programs.

Total Scholarship Funding and Number of Recipients



Source: Alberta Enterprise and Advanced Education – Student Aid.

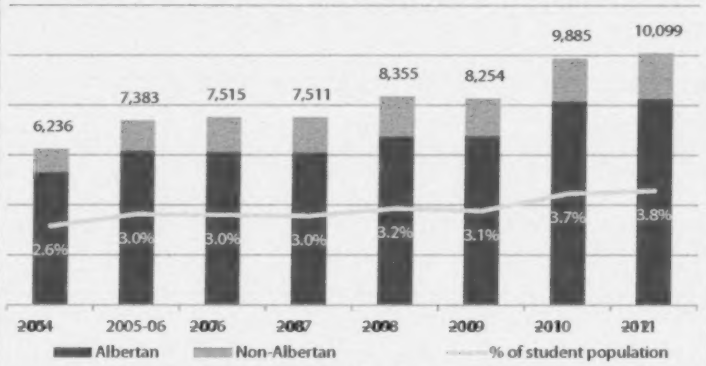
Aboriginal Learners >>>

The number of Aboriginal students enrolled in Alberta's publicly funded post-secondary institutions has increased from 6,236 in 2004–05 (the first year of data collection related to Aboriginal indicator) to 10,099 in 2011–12. The number of Aboriginal students as a proportion of total enrolment has also increased from 2004–05 (2.6%) to 2011–12 (3.8%).

Figures relating to Aboriginal Albertans in post-secondary education are sourced from students self-declaring their Aboriginal status at the time of application. Individual students have the option to self-declare their status when applying to a program or institution. However, self-declared Aboriginal status does not travel with an individual within the post-secondary system. Since the declaration is not carried on their current records, students have to self-declare when applying for another post-secondary program in another year or institution. Additionally, Aboriginal status does not travel with an individual between the K–12 and post-secondary systems. Due to this reliance on self-identification and a lack of available data on students attending Aboriginal Colleges,[94] the number of Aboriginal learners attending post-secondary education is likely understated.

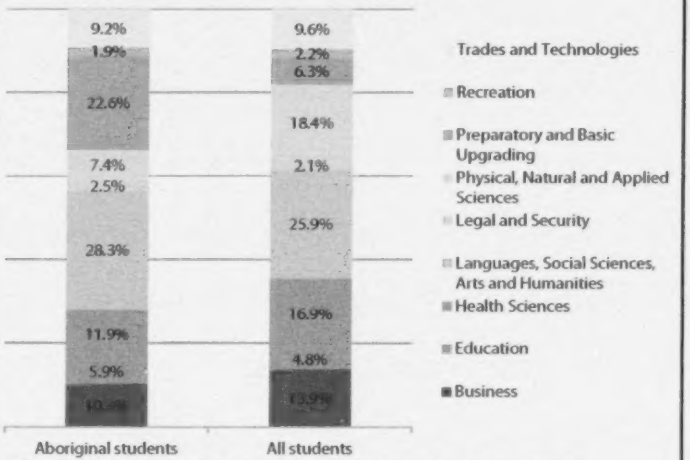
In 2011–12, aboriginal enrolment (FLE) was highest in Languages, Social Sciences, Arts and Humanities (28.3%) program band, followed by Preparatory and Basic Upgrading (22.6%), Health Sciences (11.9%) and Business (10.3%). Consistent with the strong enrolment in Preparatory and Basic Upgrading programs, many Aboriginal learners were enrolled in programs where a parchment is not awarded (29.6%). These included programs like open studies, upgrading, employability, and job readiness.

Aboriginal Post-secondary Enrolment (Headcounts)



Note: Aboriginal students self-identify on post-secondary application forms. Data may underestimate Aboriginal enrolments. Data do not include the Banff Centre, as they do not report via LERS.
Source: Alberta Enterprise and Advanced Education - Learner and Enrolment Reporting System (LERS).

Aboriginal Enrolment by Program Band (FLE), 2011-12

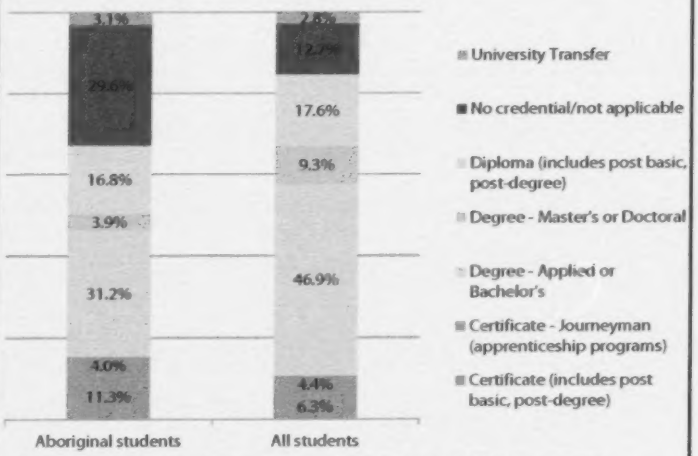


Notes: Does not include the Banff Centre. Percentages may not total 100% due to rounding.
Source: Alberta Enterprise and Advanced Education – Learner and Enrolment Reporting System (LERS).

Aboriginal Learners >>>

As these numbers indicate, skills development training serves a critical demand among the Aboriginal population. However, they also stress the importance of continuing to develop strategies that enable Aboriginal individuals to progress from preparatory to credentialed programming that offers access to greater economic and social well-being. Currently, a large proportion of the Aboriginal learner population engages in basic training, and forgoes opportunities to take part in further post-secondary learning. While this basic training can aid in immediate entry into the labour market, it can also prepare Aboriginal individuals for further post-secondary studies. Strategies that better articulate learner pathways promoting the transition from preparatory training into credentialed programs will facilitate increased post-secondary learning in a population that is greatly under-represented in many occupations within the province.

Aboriginal Enrolment by Credential (FLE), 2011-12



Notes: Does not include the Banff Centre. Percentages may not total 100% due to rounding.
Source: Alberta Enterprise and Advanced Education – Learner and Enrolment Reporting System

Students with Disabilities >>>

A key policy direction outlined in *A Learning Alberta*, the *Roles and Mandates Policy Framework*, and in previous versions of this document, is to increase access for groups traditionally under-represented in post-secondary education, including individuals with disabilities.[95]

In Alberta, children or students with special education needs are assessed and coded according to Alberta Education Special Education Coding Criteria. In the 2011–12 academic year, 73,117 students attending Early Childhood Services to Grade 12 were identified as having mild, moderate or severe disability. This included 48,485 students who were coded as having a mild or moderate disability, 24,070 students who were coded as having a severe disability, and 562 students with more than one special education code.[96]

Students with disabilities represented about 3.6% of all headcount enrolments in the 2011–12 academic year. The number of students with disabilities seeking services and accommodations at post-secondary institutions in 2011–12 was 9,565—a marginal decrease after the steady increase from 6,890 in 2007–08 to 9,778 in 2010–11.[97]

In 2012–13, 1,922 learners received disability funding from Student Aid through the Canada Student Grant for Students with Permanent Disabilities, and 1,035 students also received funding through the Canada Student Grant for Services and Equipment for Students with Permanent Disabilities. The number of students who received these supports increased each year for the past 4 years (Canada Student Grant for Students Permanent Disabilities from 1,260 in 2009–10, and Canada Student Grant for Services and Equipment from 820 in 2009–10). Students not eligible for federal funding are supported through Alberta Grant for Students with Permanent Disabilities (applies to services/equipment).[98]

Overview & Policy Implications >>>

Although post-secondary demand and enrolment have remained steady, Alberta's participation rate is low in comparison to other provinces. This is primarily due to a strong labour market and an influx of migrants who have received their education in other jurisdictions. In addition, while participation amongst traditionally under-represented groups such a self-identified Aboriginal people and people with disabilities has increased in recent years, these groups continue to face significant barriers to participation. Strategies to improve participation, including recognition of prior learning and alternate educational pathways, as well as financial and learning supports, will provide these groups with more opportunities to participate in the advanced learning system.

Although some students who apply to one institution are undoubtedly applying in other provinces, many of those who choose a single institution may face self-imposed barriers to participation by limiting their educational opportunities. Whether applicants choose only one institution due to an unwillingness to relocate, application fees, or a lack of awareness about other learner pathways, these factors can lower participation rates as some who are not accepted may postpone or decline post-secondary attendance. The GOA will need to work with relevant stakeholders to ensure that barriers to multiple applications are reduced as much as possible, and students are made more aware of their various educational options. Increasing awareness and reducing these barriers could influence participation rates in the province.

The increasing number of students attending private vocational training institutions and community advanced learning providers highlights their growing role in Alberta's advanced learning system. As providers of foundational learning and professional development training, Community Adult Learning Providers and Private Vocational Trainers play a valuable role in facilitating leaner transitions within the advanced learning system and between this system and the labour market. The effectiveness of Alberta's apprenticeship system, which trains a disproportionately high number of Canada's apprentices, is another important strength of Alberta's advanced learning system. These learning providers and pathways demonstrate the significant variety of learning opportunities available to Albertans. As these providers play a valuable role within the advanced learning system, they must continue to be leveraged to ensure that Alberta can meet its long term objectives.

Chapter Four

STUDENT FLOWS

Chapter Highlights >>>

- Albertans tend to delay transitioning from high school to post-secondary education. In 2011-12, 36.9% of Alberta high school students transitioned to post-secondary directly (within four years of entering Grade 10), with 59.5% doing so within six years of entering Grade 10.
- Most Albertans attend post-secondary education near where they graduated from high school.
- The ability to move between institutions and programs continues to be important in ensuring access. In the fall of 2011, 12,472 students who had previously attended another institution in the province were admitted to post-secondary institutions in Alberta. The majority of these transitions continue to be between Comprehensive and Academic Research Institutions, Baccalaureate and Applied Studies Institutions, and Comprehensive Community Institutions.
- Two years after graduation, the majority of graduates from Alberta's publicly funded post-secondary institutions have stayed in the province.
- Alberta attracts the fourth-highest number of international students among the provinces. Competition for international students is increasing, requiring greater strategic alignment with national and provincial goals.
- Alberta is expected to continue to rely on international students for a significant proportion of enrolment in graduate degree programs.

High School Transitions >>>

High School Transition Rate by Service Region

Geographic service region	Four-year		Six-year	
	2010–11	2011–12	2010–11	2011–12
Calgary	40.9%	42.5%	61.1%	62.1%
Central	34.1%	38.4%	55.2%	56.8%
Edmonton	38.3%	38.6%	59.3%	60.1%
Grande Prairie	34.1%	36.0%	49.4%	51.3%
Keyano	34.6%	36.2%	50.2%	54.5%
Lakeland	46.4%	46.9%	65.6%	64.7%
Lethbridge	39.0%	40.5%	58.8%	61.2%
Medicine Hat	39.7%	39.6%	60.5%	58.4%
Northern Lakes	25.0%	24.7%	44.4%	46.1%
Portage	35.8%	40.1%	57.2%	56.8%
Alberta	38.2%	39.6%	58.4%	59.5%

Notes: Results include all public, separate, charter, francophone, and private schools in Alberta with a high school program. Historical results may have been restated using current mapping.
Source: Alberta Education

High School Student Transitions, Fall 2012 – Summary Table

Geographic service region	High School Graduates	Attending PSI in region	Attending PSI in other Alberta regions	*Not attending in Alberta
Calgary	9,850	35.3%	6.7%	57.9%
Central	2,366	17.5%	16.9%	65.6%
Edmonton	13,763	28.6%	8.3%	63.1%
Grande Prairie	946	17.5%	14.4%	68.1%
Keyano	386	18.9%	18.7%	62.4%
Lakeland	384	12.2%	27.3%	60.4%
Lethbridge	1,272	29.0%	8.3%	62.7%
Medicine Hat	670	25.7%	16.0%	58.4%
Northern Lakes	476	1.9%	22.3%	75.8%
Portage	507	6.7%	28.8%	64.5%
Alberta TOTAL	30,620	28.4%	9.8%	61.8%

*Notes: *Figures include high school graduates not attending a publicly funded post secondary institution in Alberta. May include students attending post-secondary education out-of-province, and institutions that are not publicly funded.*
Data includes only those high school students who graduated in June and transition directly to post-secondary education upon graduation. The number of high school graduates attending post-secondary education may be understated, as these only represent a snapshot of fall enrolments and may not include those graduates entering apprenticeship programs or those with a continuous intake. Percentages may not total 100 due to rounding.
Source: Alberta Enterprise and Advanced Education, Applicant Submission Initiative (ASI), Alberta Education.

High School Graduate Mobility and Transitions

Every student in Alberta is assigned the Alberta Student Number (ASN) which is a unique identifier for all learners in Alberta's education system composed of the K-12 system and the post-secondary system. Using the ASN, it is possible to track students as they leave Alberta high schools and move on to, or transfer between, post-secondary institutions. Non-Albertan Canadian students and international students who move to Alberta to study are also assigned an ASN upon entering the system.

In 2011–12, 39.6% of Alberta high school students transitioned to post-secondary directly (within four years of entering Grade 10). In the same reporting year, 59.5% of Alberta high school students transitioned to post-secondary within six years of entering Grade 10. Transition rates varied regionally. The six-year transition rate varied from a high of 64.7% in the Lakeland region to a low of 46.1% in the Northern Lakes region.

Improving transition rates between high school and post-secondary education will increase educational attainment levels and contribute to quality-of-life improvements at the individual, family, and societal levels. With Alberta's population aging, improving the educational outcomes of those who do not transition from high school would help address skill shortages.

In fall 2012, 28.4% of high school students who graduated in June of the same year attended post-secondary institutions within the region of their high school graduation, with 9.8% attending an institution outside of their region within the province. Graduates from the Calgary (35.3%), Lethbridge (29.0%), and Edmonton (28.6%) regions were most likely to remain in their home region, while those from the Portage (6.7%) and Northern Lakes (1.9%) regions were the least likely.

Learner Pathways and Mobility

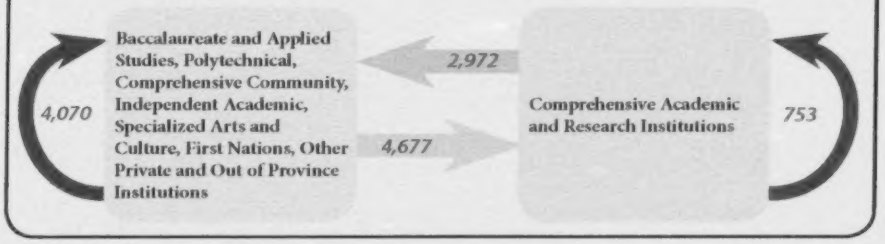
Ensuring that students can easily move into and through the post-secondary system is an important part of an accessible system. Mechanisms that facilitate opportunities for diverse learner pathways and system mobility help students move into and between institutions, programs, or credentials; reduce barriers to educational achievement; and get students into the labour market faster. The Alberta Transfer System and its member institutions support these opportunities. It is important that students begin their post-secondary experience at a place that is appropriate for their individual skills and experiences, and receive appropriate recognition of and credit for prior learning and credentials and pathways for success.

Learner Mobility >>>

Alberta Council on Admissions and Transfer

The Alberta Council on Admissions and Transfer (ACAT) is the provincial body responsible for providing oversight and advice regarding learner pathways and student mobility and the Alberta Transfer System. The ACAT secretariat supports Council's work, including maintaining the provincial database of transfer agreements that exist between Alberta Transfer System members, and facilitating working relationships among stakeholders to support student-centred opportunities for learner pathways and mobility.

Alberta Student Mobility by Sector, 2011


Baccalaureate and Applied Studies, Polytechnical, Comprehensive Community, Independent Academic, Specialized Arts and Culture, First Nations, Other Private and Out of Province Institutions
4,070
2,972
4,677
Comprehensive Academic and Research Institutions
753

Dual Credit

GOA's *Provincial Dual Credit Strategy*[99] supports the development and strengthening of high school to post-secondary learner pathways, including development of dual credit opportunities. Dual credit involves high school students participating in apprenticeship training, and/or post-secondary college or university courses, earning both high school and post-secondary credit.

Recognizing Prior Learning

Recognition of prior learning uses three types of assessment processes to evaluate acquired knowledge, skills, and attitudes. These processes are transfer credit, credential recognition, and Prior Learning Assessment and Recognition (PLAR).

Transfer Credit

Transfer is the movement of students among postsecondary institutions based on transferable credit. Transfer credit is awarded for successful completion of structured educational activities at a post-secondary institution.

In fall 2011, 12,472 students who had previously attended another post-secondary institution in the province were admitted to a post-secondary institution in Alberta. In addition, 6,989 students transferred into an Alberta institution from outside the province. The BASI sector showed the largest year-to-year increase in the receipt of transfer students, at 27% compared to fall 2010. The CARI sector was the top sending sector in fall 2011.[100]

Related to recognition of prior learning, according to the Alberta Graduate Outcomes Survey, Class of 2009–10, the vast majority of Alberta's post-secondary graduates (90%) were satisfied with the transfer credit they received.[101]

In 2011, almost half (44.4%) of students who transferred between institutions in Alberta moved to a CARI, and the majority of these students came from either a BASI (16.2%) or a CCI (15.0%). Out of students that transferred out of an institution, just over half transferred from a BASI (24.9%) or a CCI (26.7%). An additional 13.8% transferred from a CARI to a BASI. A much smaller percentage (6.2%) transferred between CARIs or from a CARI to a PI (6.0%). Transfer rates between other providers in the advanced learning system represent a very small percentage of overall student movement.

Learner Mobility >>>

Student Transfer Patterns – Alberta, 2011

TRANSFERRING TO	TRANSFERRING FROM: Comprehensive Academic and Research	Baccalaureate and Applied Studies	Comprehensive Community	Polytechnical	Independent Academic	Specialized Arts and Culture	Aboriginal Colleges	Other Private Institutions	TOTAL
Comprehensive Academic and Research	753 (6.2%)	1,966 (16.2%)	1,821 (15.0%)	619 (5.1%)	174 (1.4%)	18 (0.1%)	20 (0.2%)	12 (0.1%)	5,383 (44.4%)
Baccalaureate and Applied Studies	1,676 (13.8%)	92 (0.8%)	577 (4.8%)	534 (4.4%)	219 (1.8%)	16 (0.1%)	8	14 (0.1%)	2,409 (19.9%)
Comprehensive Community	432 (3.6%)	256 (2.1%)	460 (3.8%)	229 (1.9%)	43 (0.4%)	14 (0.1%)	26 (0.2%)	9 (0.1%)	1,469 (12.1%)
Polytechnical	729 (6.0%)	615 (5.1%)	321 (2.6%)	54 (0.4%)	51 (0.4%)	29 (0.2%)	—	16 (0.1%)	1,816 (15.0%)
Independent Academic	99 (0.8%)	74 (0.6%)	30 (0.2%)	20 (0.2%)	15 (0.1%)	—	—	—	242 (2.0%)
Specialized Arts and Culture	23 (0.2%)	13 (0.1%)	8 (0.1%)	6 (0.0%)	—	—	—	—	50 (0.4%)
Aboriginal Colleges	9 (0.1%)	—	16 (0.1%)	5 (0.0%)	—	—	—	—	31 (0.3%)
Other Private Institutions	—	5	0 (0.0%)	—	—	—	—	—	17 (0.1%)
TOTAL	3,715 (30.7%)	3,018 (24.9%)	3,233 (26.7%)	1,463 (12.1%)	505 (4.2%)	77 (0.6%)	53 (0.4%)	56 (0.5%)	12,120 (100.0%)

Notes: Values less than five have been supressed and indicated by (—).

Percentages represent the proportion of total transfer and may not total 100% due to rounding.

Aboriginal Colleges include Blue Quills First Nations College and Yellowhead Tribal College.

Other Private Institutions include Rocky Mountain College and Prairie Bible College.

Source: Alberta Enterprise and Advanced Education, Alberta Council on Admissions and Transfer (ACAT). 2011 Transfer Patterns Report.

These numbers show that the vast majority of intraprovincial mobility is occurring between CARIs, BASIs and CCIs and, when students choose to transfer, they are mostly moving to CARIs. The high transfer rate to CARIs means that students are often moving into institutions that are currently over capacity and away from institutions that are under-attended (see capacity rates later in next chapter). The imbalance in transfer rates shows that learner mobility, while still an important objective for the government, may be furthering capacity issues in the system which could exacerbate access gaps.

Credential Recognition

Immigrants to Alberta accounted for 19.2% of the province's working-age population in 2012 (the third-highest percentage among the provinces).[102] Ensuring that new Albertans can use their skills and experience to their utmost advantage is vital for the economic and social prosperity of the province.

Working towards this goal, Alberta's International Qualifications Assessment Service (IQAS)[103] compares educational qualifications obtained in other countries to those in Alberta in order to help people with employment, professional licensure, or further education.

Learner Mobility >>>

While IQAS's services are mainly used by immigrant Albertans, they can be used by anyone with foreign educational qualifications, including Albertans who have studied abroad. Foreign credential recognition can be the key to landing employment in one's field of study, obtaining employment commensurate with one's skills and level of education, and entering a post-secondary program without having to take prerequisite courses that duplicate previously acquired knowledge.

Biennially, IQAS measures client satisfaction and resulting educational and labour market outcomes from the credential assessment process. Survey data demonstrates that about 66% of IQAS clients seek an assessment primarily to pursue further education, 55% for employment, and 30% to obtain professional licensure. About 49% of IQAS clients reported applying for further education because a Canadian credential was more useful in finding a job or because their current qualifications were not recognized in Canada (22%).[104]

The top challenges cited by IQAS clients in either finding employment or pursuing further education were not having their work experience in their home country recognized (65%), not having the education received in their home country recognized (62%), financial barriers (58%), and being unable to meet professional licensing requirements (52%).[105]

Increased awareness of the supports available to immigrant Albertans could help them with employment and education and reduce the time in province before seeking an IQAS assessment.

Prior Learning Assessment and Recognition

PLAR is the process of assessing and recognizing knowledge and skills acquired through non-formal and informal learning in relation to a certain goal, such as receiving credit in a post-secondary program, meeting professional licensure/certification requirements, or obtaining employment. A PLAR assessment may include one or more of the following: challenge exams, oral exams or interviews, performance assessments, product assessments, and portfolio assessments.

PLAR can help increase access to education, eliminate duplication of learning, and increase post-secondary participation. It can support internationally trained graduates with their foreign qualification recognition process and promote partnerships between post-secondary institutions, community organizations, employers, and professional regulatory organizations.

PLAR allows people to get formal recognition for learning they have acquired through informal means (e.g., they have taught themselves, it is an area of passion for them, or they have learned from their parents). Learners who are granted PLAR credit will not have to formally learn what they have already learned informally; this saves them money and saves space at the institution. In addition, it saves learners time in getting a credential, which may allow them to enter the labour market sooner.

Prior learning assessments are available for potential and current apprentices wanting their prior learning recognized for advanced standing in an apprenticeship program. Apprentices from other provinces are recognized at the same level as in their home province.

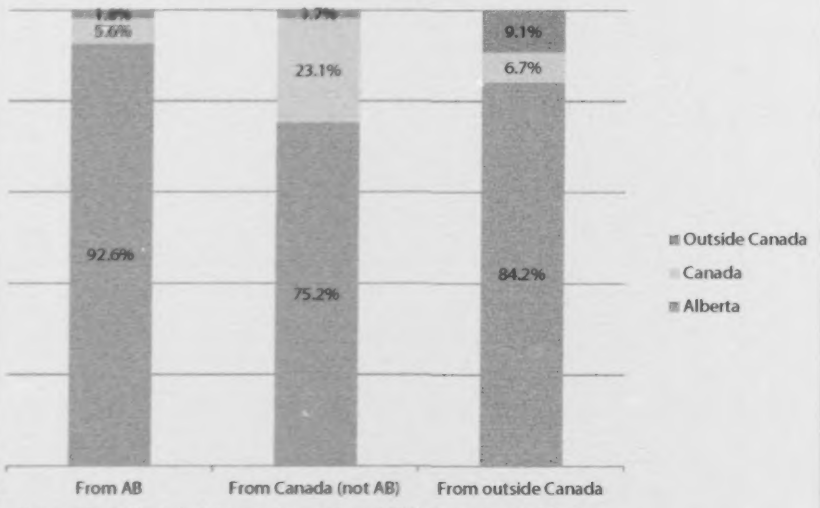
Results from the Alberta Graduate Outcomes Survey, Class of 2009–10 showed that 33% of graduates who completed PLAR wrote a challenge exam, 23% completed a skills demonstration or assessment and 22% completed a portfolio assessment. Nearly three-quarters (77%) of graduates who applied for PLAR were successful in being awarded PLAR credits.[106]

Post-graduation Mobility >>>

The Alberta Graduate Outcomes Survey[107] asks graduates of Alberta's post-secondary institutions where they were living when they applied to post-secondary and whether they have permanently relocated to a different community since graduating. If graduates answered "yes," they were then asked to indicate where they had relocated. Student locations were then combined to determine student residence after graduation.

According to the survey of the class of 2009–10, the majority of Alberta's post-secondary graduates (89.9%) chose to remain in Alberta following graduation, 7.8% indicated a place of residence elsewhere in Canada and a small percentage (2.3%) were living outside the country. Graduates from Alberta (92.6%) and international students (84.2%) were more likely to have stayed in Alberta after graduation than students from other parts of Canada (75.2%). These results are similar to those from the Graduate Outcomes Survey, Class of 2007–08. [108]

Location of Residence after Graduation, Class of 2009-10



Source: Alberta Graduate Outcomes Survey, Class of 2009–10 (custom tabulation).

International Education >>>

International education can be understood as an approach that prepares students for living, working, and lifelong learning in an increasingly interconnected and diverse global environment. While the physical movement of students, both into and out of the province, is integral to the international education experience, the field itself is much broader, encompassing elements like collaborative programs between institutions across borders, international projects, and the incorporation of a global perspective into classroom learning. It also supports meeting economic, demographic, and labour market needs. The student flow aspects of international education include both the movement of Alberta students outside of Canada and of international students within Canada.

EAE has continued its work in the international education arena with the *International Education Framework*, released in November 2009.[109] EAE is working on strategies to operationalize the framework's outcomes and strategic priorities.

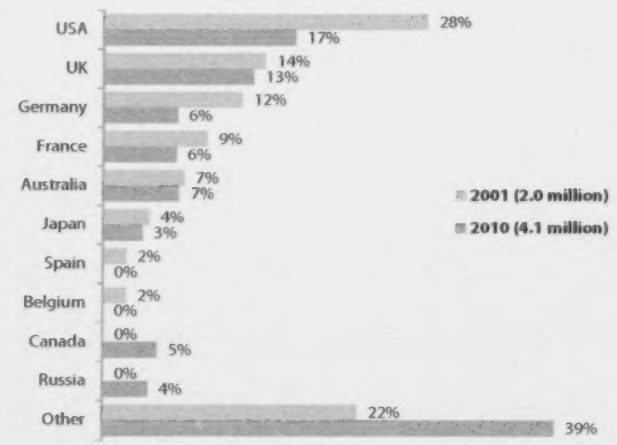
Economic Impact

International education's economic impact is a key economic driver. Those who studied for six months or longer at the post-secondary level in the university system contributed close to $4.0 billion per year to the Canadian economy in 2010. Students in other post-secondary institutions contributed another $2.2 billion for a total of $6.2 billion.[110] Combined with the K-12 sector, Canada's international students contributed $8 billion dollars to the economy. However, it is worth noting that this is only a portion of the overall economic impact as it does not include the value of international students' and graduates' contribution to research and its commercialization.

The economic potential, combined with the fact that the populations of all of the top-choice countries for international students (United Kingdom, United States, Australia, and Canada) are aging and many are facing key skill shortages (often in the same areas), make this young, mobile, and educated group of students highly sought-after.

However, a recent report from the Canadian Bureau of International Education (CBIE) indicates that while there is an upward trend in the number of international students getting the post-graduate work permit (with a 108% increase between 2007 and 2011) there is a declining trend of international students who transition to become permanent residents (a decrease of 17% between 2008 and 2010).[111]

International Student Destinations Globally, 2001 and 2010



Notes: Includes students at the post-secondary (tertiary) level. Percentages may not total 100% due to rounding.
Source: Organization for Economic Cooperation and Development. Education at a Glance (2012 and 2003).

Global Competition

National policies around labour, research and innovation, and economic development are being tied closely to international talent attraction and retention policies.

The number of international students has doubled between 2001 and 2010 with the top destination countries being USA, UK, Germany, France and Australia. There has been a notable decline in the US's share of this market from 28% to nearly 17% in the 2001 to 2010 period. Germany decreased by 6% and the UK showed a slight decrease of 1%. Australia has retained its overall market share. It is worth noting the other countries are increasing their share of international students with the combined portion growing from 22% to 39% between 2001 and 2010.

The increase in the number of foreign students can be compared with the increase in post-secondary enrolment worldwide. According to 2009 UNESCO data, 177 million students participated in formal post-secondary education around the world, an increase of 77 million students, or 77% since 2000. During this same period, the number of foreign students increased from 2.1 to 4.1 million students, an increase of 99%. Consequently, the share of post-secondary students who are foreign students grew by more than 10% between 2000 and 2009.[112]

According to a UNESCO report, there continues to be a growing trend, as predicted, of more students studying outside their country of citizenship. The rise in the number of students enrolled abroad since 1975 stems from various factors, ranging from an interest in promoting academic, cultural, social and political ties between countries (especially while the European Union was taking shape), to a substantial increase in global access to post-secondary education.

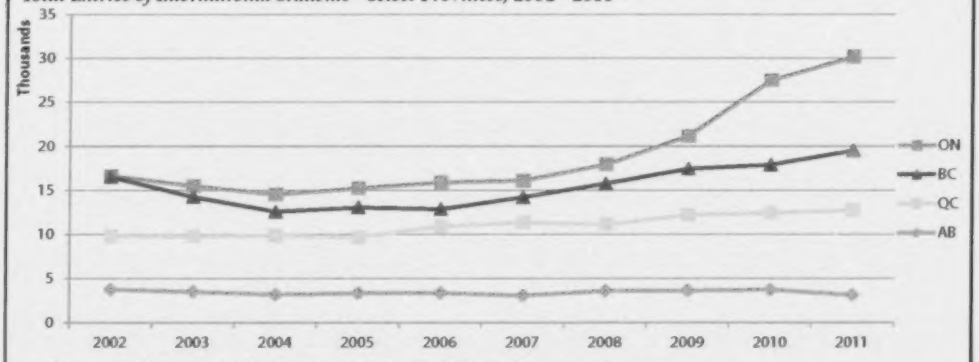
International Education >>>

The internationalisation of labour markets for highly skilled individuals has also given people an incentive to gain international experience as part of their studies.[113]

Choosing Alberta

Alberta has the fourth-highest number of international students among the provinces, after Ontario, British Columbia, and Quebec.[114]

Total Entries of International Students - Select Provinces, 2002 - 2011



Note: Includes international students in the University, Trade, and Other Post-Secondary categories.
Source: Citizenship and Immigration Canada (CIC). Digital Library Facts and Figures: Immigration Overview 2011.

Consistent with previous years, in 2011 Ontario (42%), British Columbia (27%), and Quebec (18%) attracted most of Canada's international students. Alberta attracted 4% of international students to Canada in 2011, the fourth-highest among the provinces.[4,115]

Factors that influence the proportion of international students among the provinces include differences in the number of post-secondary, public, and private institutions; differences in the number of international students registered in non-degree, short-term programs less than six months in length versus degree programs; and the varying reliance upon one or two countries to drive almost all significant growth. Issues may arise when relying upon one or two countries, as students from China, for example, show higher rates of returning home after graduating; thus, relying on one or two countries may show limited support for short and long-term labour development.

The entry trends in Alberta's post-secondary institutions (Appendix B9)show that the total number and percentage of international students in the province has been increasing annually. However, as seen below, greater financial and strategic investments in international education by Ontario, British Columbia, and Quebec have led to impressive gains in these provinces in recent years. The other three systems are all much larger than Alberta in terms of total number of institutions and potential capacity. Attempting to assess this growth outside of Alberta goals and objectives may emphasize numbers versus other successes considered more important such as identified talent, and our success in attracting graduate students.

China has been the single largest source country for post-secondary international students to Alberta since 2008, when it overtook South Korea.[116] Over recent years, the number of South Korean students studying in Alberta and globally has declined.

At the university level, the number of international students from Brazil (+50%), Australia (+33.3%), USA (+20.8%), and Kazakhstan (+100%) have demonstrated strong growth, due to policies designed to increase cross-country ties and international exposure. The top source countries for new international student entries into Alberta in 2011 were India (460), China (330), Korea (240), and the US (220). However, a number of key source countries for Alberta, at the university level, including China (-54%), Saudi Arabia (-50%), Malaysia (-45.5%), Mexico (-33.3%) and India (-25%) are showing declining entry trends.[117]

By total student population, Alberta's top five source countries for international students in 2011–12, by country of citizenship are: China (4572), India (1625), Korea (919), Iran (734) and the USA (490). Source countries for new entries such as the UK, Nigeria, Germany and Colombia maintained their student entry levels at the university level with similar enrolment numbers as in 2010.[118]

In order to gain better information on Alberta's attractiveness to international students, the first Alberta Survey of International Students (ASIS)[119] took place in 2009. A total of 753 international students from 16 institutions participated, representing about 7.5% of all Alberta international students (based on 2007–08 data).

4 In previous years, this section reported statistics on the all international student enrolment including those attending K-12 schools. To maintain consistency with the rest of this chapter, the 2013 edition and future editions of the CAPR on will use statistics on international students enrolled at the post-secondary level only and not include K-12 data.

International Education >>>

Entries of Post-secondary International Students to Alberta, 2011 – Top 10 Source Countries

Source country	Students	% of total entries
India	460	14.6%
China	330	10.5%
Korea, Republic of	240	7.6%
United States	220	7.0%
Iran	165	5.3%
Japan	160	5.1%
Saudi Arabia	140	4.5%
Mexico	75	2.4%
Pakistan	75	2.4%
Nigeria	75	2.4%
Other countries	1,200	38.2%
TOTAL	3,140	100.0%

Notes: Entries include first time and re-entries. Includes entries in the University, Trade, and Other Post-secondary categories. Percentages may not total 100% due to rounding.
Source: Citizenship and Immigration Canada (CIC). Digital Library Facts and Figures: Immigration Overview, 2011.

Overall, findings were consistent with those from the Canadian Bureau of International Education's pan-Canadian international student survey.[120] Students chose Alberta because of its established educational system, high-quality institutions, and economic strength. Institutional websites were the primary way students sourced information about studying abroad, suggesting that awareness about available sources of information on studying in Alberta could be improved.

In terms of their Alberta experience, most international students indicated that they would recommend Alberta to people from their home country as a place to study. The majority agreed that they had made friends with local students, felt comfortable in their classes, and felt welcome on campus. Most students felt that Alberta is a welcoming, safe, and comfortable place to live with many good personal and professional opportunities.

Many students expressed the hope that they would find relevant employment and remain in the province. Half of all students surveyed planned to stay in Alberta after graduation. Of the 478 students planning to look for work after their studies, almost 60% planned to do so within Alberta.

Overall, international students expressed the need to ensure that their study abroad experience is of good value and provides a unique, rewarding, and quality overall experience. Survey results highlight the importance of collaboration between governments and educational providers to ensure that students can access needed information and supports.

Available data at the international level shows that students within international regions tend to have similar educational preferences. For example, of the international students studying in the United States in 2007, about 53% of those from South and West Asia studied Engineering, Manufacturing, and Construction or Mathematics and Computer Science programs, compared to those from Latin America and the Caribbean, who largely chose Business and Administration programs (29%).[121]

According to Alberta Graduate Outcome survey of the class of 2009-10, 84.2% of international students remained in the province two years following graduation.[122] International student graduates provide industry with short-term labour supply and contribute to the development of longer-term labour pool in the province. The international student postgraduate work permit program encourages and supports application to the Alberta Immigrant Nominee Program (with specialized streams including an international graduate category) and Canadian Experience Class immigration streams, which address industry interest in producing more work-ready graduates. In 2011, approximately 876 international students transitioned to permanent residency in Alberta. This is lower than the 3 previous years, when about 1100 to 1200 international students transitioned to permanent residency in Alberta.[123]

International Student Enrolment

In Alberta, international students make up a significant proportion of the graduate student population—those students enrolled in Master's and Doctoral degree programs. Graduate students are integral to fulfilling Alberta's innovation potential, contributing to addressing industry, environmental and societal challenges. They are crucial links to the global innovation community.

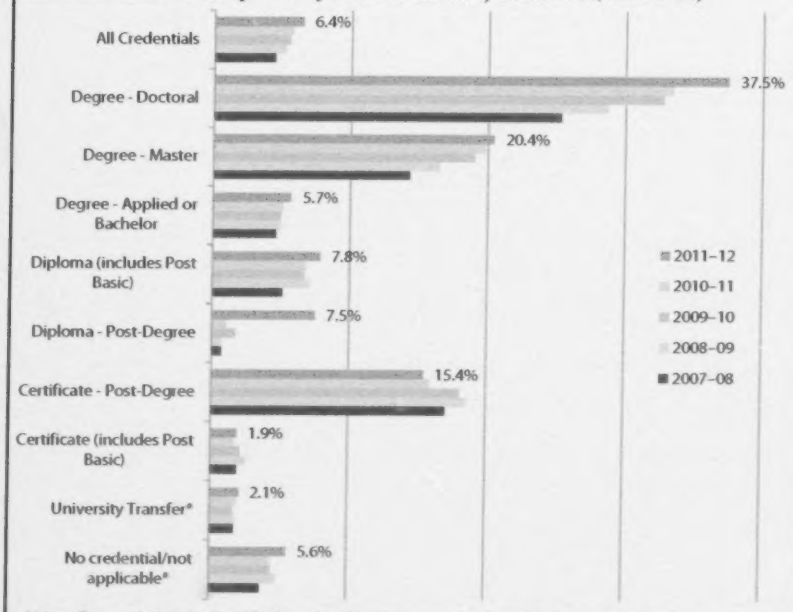
Currently there is no good estimate of the valuation of the research and entrepreneurial activity done by international students and recent international student graduates, which is an important data gap. At the graduate level, it is assumed that due to the high proportion of international students, they are contributing significantly to the economic output from research and research commercialization.

Alberta's international students are more likely to be in Doctoral and Master's degree programs than Alberta's non-international students. In 2011–12, international student enrolments (headcount) made up 37.5% of all Doctoral and 20.4% of all Master's students attending Alberta post-secondary institutions. The proportion of visa enrolment in Doctoral, Masters and Applied or Bachelor's degree program have increased steadily in the past 5 years.

Compared to Alberta's non-international student population, international students are far more likely to be in programs in

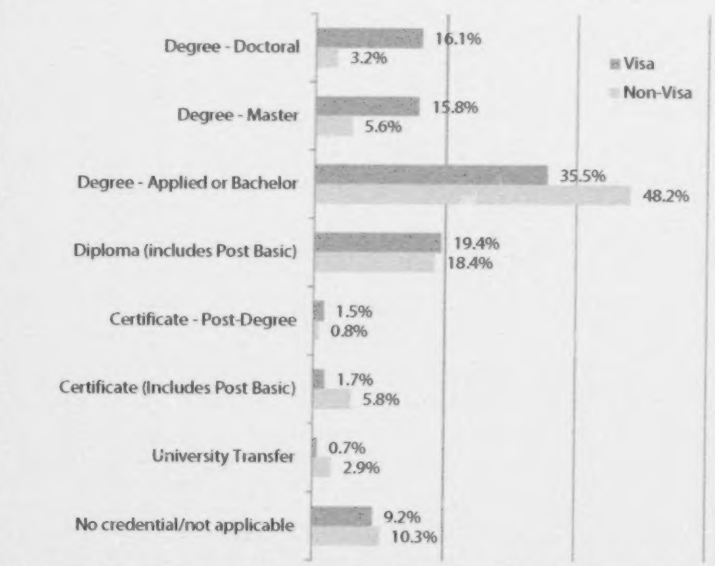
International Education >>>

Visa Enrolment as a Proportion of Total Enrolment by Credential (Headcount)



Notes: Does not include the Banff Centre or Athabasca University. Apprenticeship program have <0.5% visa enrolment.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

Visa Enrolment as a Proportion of Total Enrolment by Credential (FLE), 2011-12



Notes: Percentages may not total 100% due to rounding. Does not include the Banff Centre or Athabasca University. Diploma post-degree programs and apprenticeship programs have <0.5% of visa enrolment.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

the Physical, Natural, and Applied Sciences program band (35.8% for international students compared to 17.9% for non-international students in 2011–12) and in Business (19.6% versus 13.4%).

Albertans Studying Abroad

While global competition for international students is growing, so is the demand for international educational experiences and Alberta's support for increasing the number of Albertans who participate in education abroad programs.

A 2006 survey by the Association of Universities and Colleges of Canada estimated that 2.2% of Canadian students have studied abroad.[124] Looking at countries' outbound mobility ratios—the proportions of their students studying abroad—Canada was ahead of the United States (0.3%), United Kingdom (1.2%), and Australia (1.0%) but behind others like Norway (6.2%) and Ireland (10.5%), according to 2006 figures reported by the UNESCO Institute for Statistics.[125]

Globally, most mobile students travel to pursue degree programs. The UNESCO Institute for Statistics estimates that 45,892 Canadian students studied abroad in 2009. About 64% of Canadian students studying abroad do so in the U.S.[126]

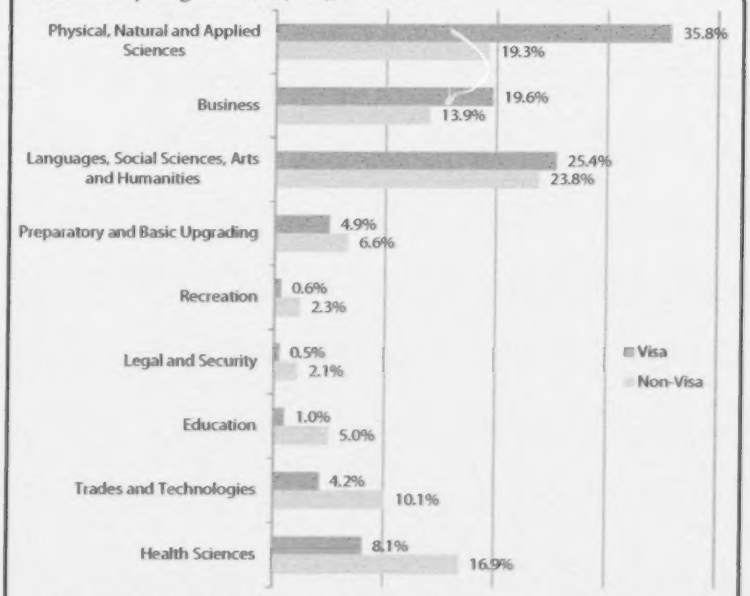
While there is currently no direct mechanism to track Albertans who choose to study outside the province, some indication of the number of Albertans leaving the province to study can be obtained from student financial assistance data. Students must indicate the institution they will attend on their *Student Aid Alberta* application form. The proportions of *Student Aid Alberta* recipients studying outside the province and abroad are used as a proxy for the overall proportion of Albertans who leave the province to study.

In 2012–13, about 84% of *Student Aid Alberta* recipients remained in the province to study, and about 14% (7,667 students) studied elsewhere in Canada. A total of 2,026 *Student Aid Alberta* recipients studied abroad, representing about 3% of *Student Aid Alberta* recipients. About 70% of these learners pursued graduate or professional studies. This number is consistent with the previous year.

International Education >>>

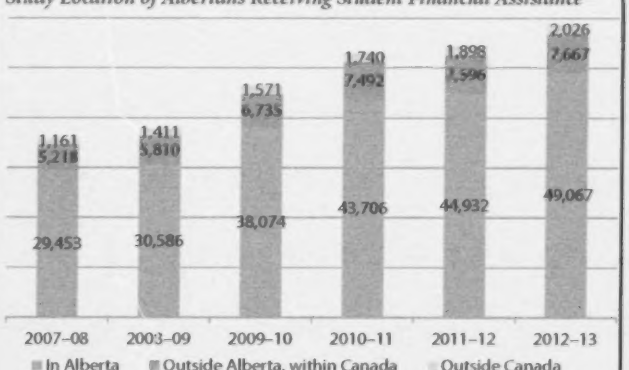
The most recent Alberta Graduates Outcomes Survey for the class of 2009–10 indicates that 10% of students from the Comprehensive Academic and Research Institutions have participated in a study abroad program compared to 2% to 5% for the other sectors. Study abroad participation is higher at the applied and bachelor degree level (10%) than in other program types (1% to 8%). Students in the languages, social sciences, arts and humanities are the most active participants at 12%.[127]

Enrolment by Program Band (FLE), 2011-12



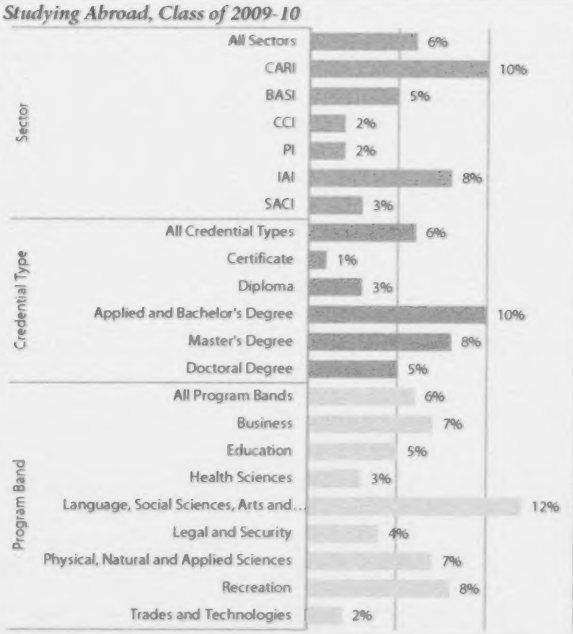
Notes: Does not include the Banff Centre or Athabasca University. Percentages may not total 100% due to rounding.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

Study Location of Albertans Receiving Student Financial Assistance



Notes: Includes only those students receiving *Student Aid Alberta* assistance in the reporting year.
Source: Alberta Enterprise and Advanced Education, Student Finance.

Studying Abroad, Class of 2009-10



Notes: CARI – Comprehensive Academic and Research Institutions, BASI – Baccalaureate and Applied Studies Institutions, PI – Polytechnical Institutions, CCI – Comprehensive Community Institutions, IAI – Independent Academic Institutions, SACI – Specialized Arts and Culture Institutions.
Source: Alberta Graduate Outcomes Survey, Class of 2009–10.

Overview & Policy Implications

One of the major challenges in the advanced learning system is the high percentage of potential students who decline post-secondary education in favour of directly entering the labour market. This high rate of direct entry results in lower post-secondary participation rates as well as a reduction in the number of highly skilled and educated workers able to address Alberta's growing skilled labour shortage. The increasing demand for post-secondary education among the province's employers means that students who forego post-secondary education may have a more difficult time finding skilled employment.

Two groups that can be leveraged to help address Alberta's skills gap are immigrants and interprovincial migrants. Data shows that immigrants and migrants are often highly educated and have the necessary knowledge and skills to address some labour market needs. While challenges related to recognition of prior learning and skills sometimes inhibits active labour force participation among these groups, particularly immigrants, strategies both within the advanced learning system and in government are helping to overcome these barriers. As more ageing Albertans leave the workforce, immigrants and migrants will become an increasingly important source of labour for addressing the resulting vacancies, although other long-term training and education solutions should also be considered.

Research also shows that most students who participate in post-secondary education remain close to home. Alberta's low rate of student mobility indicates that many students prefer to remain close to home, both when transitioning into post-secondary education and after graduation. Low mobility rates may partly explain why many students only apply to one institution (likely one that is close to their home) but may also point to accessibility limitations within the post-secondary system.

Another vitally important issue for the advanced learning system is transfer, and learner pathways. Alberta currently has an outstanding transfer system that allows significant mobility of learners among institutions in Alberta, and many outside of the province. However, with changing learner behaviours and demands, and the development of new approaches to learning , learning providers and the government will need to continue to work together to ensure that the transfer system can accommodate new approaches as the advanced learning system evolves.

There are also significant policy issues to be addressed in international education. As noted above, concerns have been articulated by some about the potential displacement of domestic students. Overall policy clarity is needed to better articulate the general approach that government and the advanced learning providers should take on international education, which will have a myriad of policy impacts.

Chapter Five
DEMAND AND CAPACITY

Chapter Highlights

- In the fall of 2012, the number of applicants to Alberta's publicly funded post-secondary institutions increased by 1.4% from 2011. Application trends are impacted by institutional activities, student behaviour, and the state of the economy.
- A total of 113,880 applicants received offers of admission in the fall of 2012. This represents an acceptance rate of 90%. Out of this total number of students offered admission, 67% chose to attend an institution where they received an offer.
- Alberta's advanced learning system can expect peak enrolment growth of about 10,590 full-load equivalent students over 2011-21. Varying levels of enrolment growth are expected across programs, institutions, and regions.
- Significant upfront investments have been made in recent years to increase Campus Alberta's capacity to meet higher learner and economic demand.
- As the demand fluctuates with the province's economic state and priorities, maintaining the right degree of flexibility in the system must be a priority.

Applying to Post-Secondary Education >>>

In Alberta, data on the numbers of applicants and applications to post-secondary programs beginning in the fall at publicly funded institutions is collected through the Application Submission Initiative (ASI) database. Using postal codes on post-secondary application forms, EAE can track where students apply from and where they apply to attend post-secondary education. This data provides both an indication of demand and some indication of student mobility. While some students may move to the region of anticipated post-secondary attendance and then apply for post-secondary education, postal code data provides a good indication of student flows among regions, particularly when combined with other data, such as those based on the Alberta Student Number. Data on applicants and applications is a snapshot in time, based on applicants to programs beginning between August 1st and September 30th of the fall session of an academic year.

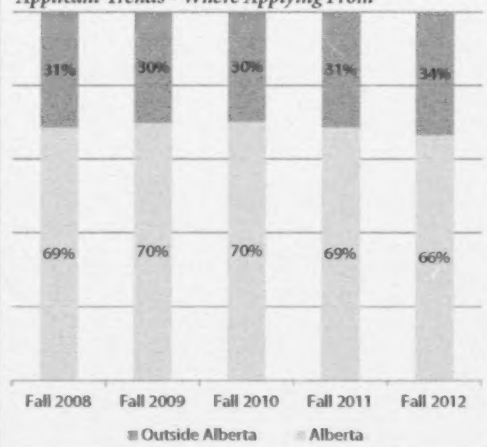
Application data for fall 2012 shows an increase in the total number of application and applicants. A total of 241,805 applications were received from 156,426 applicants for programs at publicly funded post-secondary institutions in Alberta in 2012. When compared to fall 2011, the number of applicants increased by 1.4% (2,203 more), while the number of applications increased by 4.1% (9,420 more).

In 2012, approximately one-third (34%) of the applicants to Alberta's publicly funded post-secondary institutions were from individuals residing outside Alberta. In fact, the number applicants from Alberta and their proportion of the total number of applicants have decreased for the past two years. This may be due to the economic growth seen in the province.

Detailed tables on application trends are provided in Appendices B1–B4.

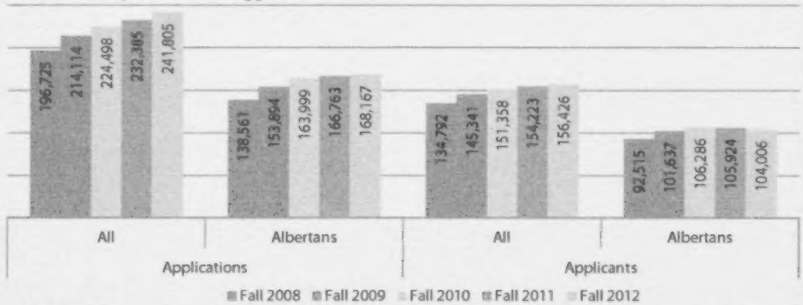
Application trends are impacted by institutional activities and by student behaviour. In fall 2012, approximately 68% of students applied to only one program and one institution. These students did not apply to an alternative Alberta-based program for the fall session if they were not offered admission for their first-choice program. This suggests that students may not have a complete picture of enrolment and capacity limitations, nor understand the full range of opportunities available in Alberta. They may also have expectations about their educational prospects that the system is not designed to meet. As a result, EAE and institution partners may need to encourage learners to broaden their range of educational possibilities and have a backup plan in case they are not accepted into their first-choice program. Government and the system may need to improve communication to potential learners about the opportunities available throughout Alberta and the excess capacity at many institutions. However, these trends may also point to the need to address any barriers to application that may exist within the system, so that students have fewer limitations on their educational options.

Applicant Trends - Where Applying From



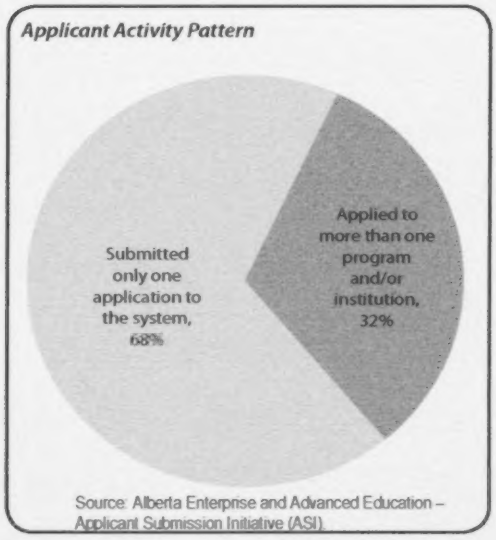
Notes: Applicants were assigned Albertan status based on their postal code at their time of application.
Source: Alberta Enterprise and Advanced Education – Applicant Submission Initiative (ASI).

Post-secondary Education Applications



Notes: In 2008, Athabasca University began reporting only applicants who were not students in the previous year or those that applied for program transfer. Applicants were assigned Albertan status based on their postal code at their time of application.
Source: Alberta Enterprise and Advanced Education – Applicant Submission Initiative (ASI).

Applying to Post-Secondary Education >>>


Applicant Activity Pattern
Submitted only one application to the system, 68%
Applied to more than one program and/or institution, 32%
Source: Alberta Enterprise and Advanced Education – Applicant Submission Initiative (ASI)

The 2008 Alberta Survey of Qualified Applicants surveyed Albertans who were qualified and were offered admission at one of Alberta's publicly funded post-secondary institutions, but chose not to attend. The main reason cited for this choice was to take advantage of labour market opportunities (20%). Other top reasons included financial barriers (17%) and a change of mind (14%). A total of 6% of survey respondents decided to attend a post-secondary institution outside Alberta.[128]

Data demonstrate that, as in previous years, Albertans applying to a publicly funded post-secondary institution in Alberta tend to apply to institutions in the region in which they reside (based on their postal code at the time of application). This is the case for every service region except the Lakeland region, where 48.9% of applicants apply to institutions in the Edmonton region.

Applicants from outside Alberta tend to apply to institution in large urban centres. The Edmonton region attracted the most non-Albertan Canadian applicants (51.8%) in fall 2012, followed by the Calgary (40.8%) and Lethbridge (5.7%) regions. This may be due to the presence of CARIs in these locations and the general trend towards urbanization. Internationally, applicants are even more attracted to the major urban centres, with 68.4% of applicants from outside Canada applying to the Edmonton region and 31.0% to the Calgary region.

This information may suggest:

- Students are most familiar with institutions in their home regions and feel most comfortable applying there, which could indicate that they do not have enough information about all the different opportunities available to them throughout the province. Post-secondary institutions may need to better market themselves to students in all regions of the province.
- The costs associated with relocating to another region of the province are a barrier for many students. As a result, students' options may be limited as they pursue training in fields offered in their home region. Increasing institutional partnerships, or using e-learning as a means for delivery, may help to address such limitations.

Institutions in regions with higher populations will likely see greater demand for post-secondary access. Linking back to the data on intraprovincial migration, this means that urban institutions, particularly those in Calgary and Edmonton, will see demand increase while rural institutions will experience decreases. This trend may also require greater collaboration among institutions to address capacity challenges in Alberta's largest cities.

Learner Demand >>>

Analysing learner demand is an important aspect of post-secondary planning and priority setting. Understanding access pressures at the system and program levels helps better target resources and aligns the demand for learning opportunities with the capacity of the post-secondary system. Acceptance rate and conversion rate are measures that focus on a snapshot in time, based on applicants for the fall session of an academic year. While acceptance rate and conversion rate offer some insights on learner demand, they should be interpreted in the context of other relevant information, such as the number of applicants, labour market demand for graduates, and learner perception of labour market potential of programs.

Acceptance Rate

Acceptance rate is defined as the proportion of qualified applicants who received an offer of admission from a publicly-funded post-secondary institution in Alberta. A qualified applicant is someone who has met the minimum academic requirements in at least one program to which he or she applied. Qualification is based solely on meeting the minimum academic requirements as outlined in institutions' course calendars, and does not consider such things as portfolio assessments or competitive grade point average (GPA) requirements. Individual institutions set criteria for what constitutes *qualified* for their programs. Note that qualified applicants may not receive letters of offer for a number of reasons—for example, many programs have quotas for a variety of reasons based on labour market demand or available practicum and clinical placements. Additionally, students that are reported as not receiving offer for admission in ASI could be attending a post-secondary institution not reported in ASI (i.e., private institutions, out-of-province/country institution, academic upgrading outside of post-secondary institutions).

In fall 2012, a total of 126,500 applicants met the minimum qualifications. Of these qualified applicants, 90% were offered admission (acceptance rate), resulting in 113,880 applicants receiving offers of admission—a slight decrease from the 114,337 offers of admission in fall 2011.

Acceptance rate varied considerably across program bands. Program bands with high acceptance rates were Languages, Social Sciences, Arts and Humanities (94%); Preparatory and Basic Upgrading (94%); Business (91%); Education (90%); and Physical, Natural and Applied Sciences (88%). Acceptance rates were lower for the Recreation (78%), Health Sciences (71%), Legal and Security (70%), and Trades and Technology (69%) program bands.

The sectors with high acceptance rates were Independent Academic Institutions (100%), Comprehensive Academic and Research Institutions (93%), Comprehensive Community Institutions (92%), and Specialized Arts and Culture Institutions (92%). Acceptance rates were lower for Baccalaureate and Applied Studies Institutions (86%) and Polytechnical Institutions (74%).

Conversion Rate

Conversion rate is defined as the proportion of applicants who are attending one of Alberta's publicly-funded post-secondary institutions out of the total number of applicants that were qualified and offered admission.

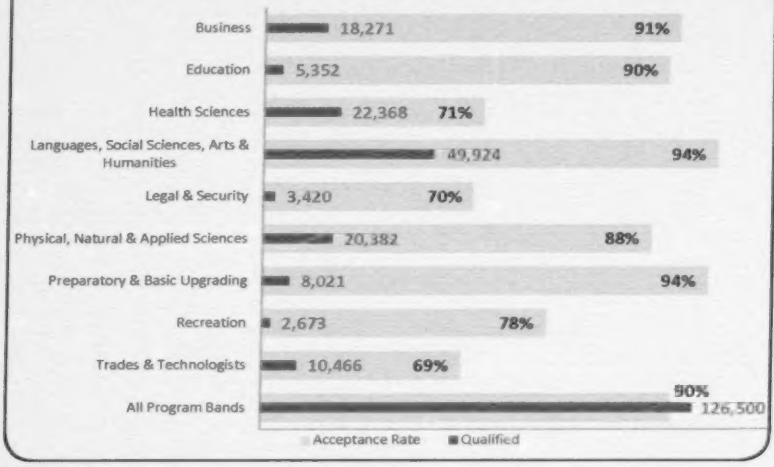
In fall 2012, out of the 113,800 applicants who were offered admission, 75,797 or 67% (conversion rate) were attending Alberta's publicly-funded post-secondary institutions. Conversion rates ranged between 66% and 74% for most program bands. The only program band that was outside this range was Languages, Social Sciences, Arts and Humanities, which had the lowest conversion rate (54%) despite having one of the highest acceptance rate. Among the various sectors, Polytechnical Institutions had the highest conversion rate (74%), followed by Specialized Arts and Culture Institutions (73%), Comprehensive Community Institutions (69%), Independent Academic Institutions (66%), Baccalaureate and Applied Studies Institutions (65%), and Comprehensive Academic and Research Institutions (57%).

The fact that only two-thirds of students are attending an institution where they were offered admission provides further evidence of Alberta's comparatively low post-secondary participation rates. Although some of these applicants may have chosen to attend another post-secondary institution, it is likely that some are opting to enter the labour market instead (particularly given what we know of the prevalence of applying to only a single institution, as discussed previously). The especially low conversion rate for Social Science and Humanities programs suggests that students may also be declining programs that are perceived as offering limited graduate employment prospects. Uneven conversion rates across institutional and program type suggests that there may be a mismatch between programming supply and student demand in some areas. Conversion rates can be useful in determining how to optimally align programming options with learner demands.

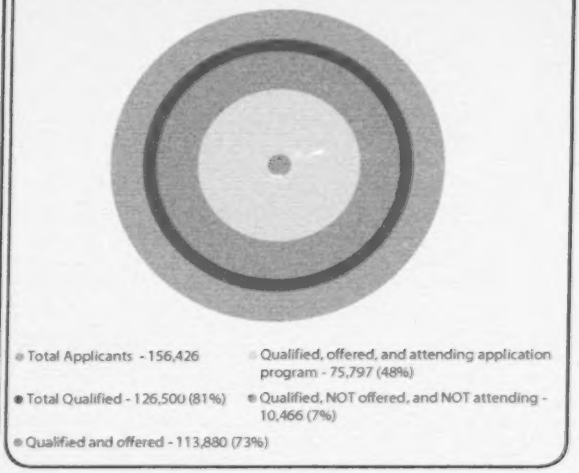
Summary charts with data related to number of applicants/applications, acceptance rates, and conversion rates for each of the various sectors are provided in Appendix B5.

Applying to Post-Secondary Education >>>

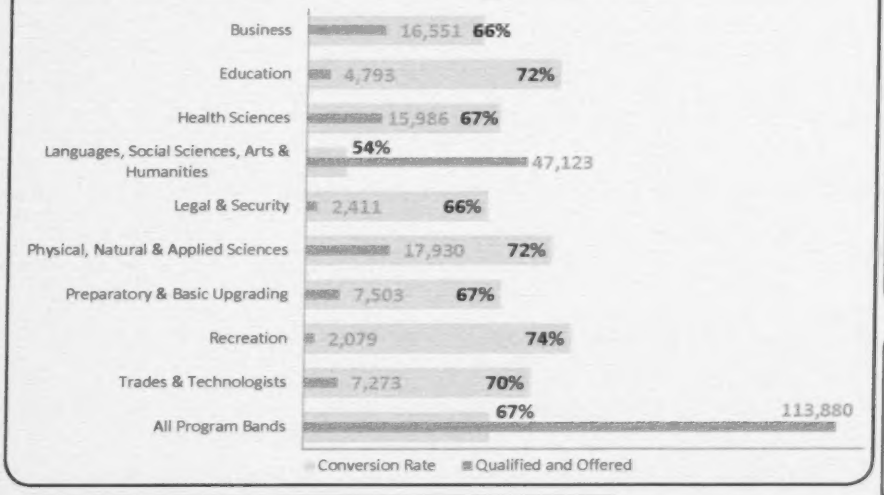
Acceptance Rate by Program Band (Qualified to Offered)



Number of Applicants (All)


Total Applicants - 156,426
Total Qualified - 126,500 (81%)
Qualified and offered - 113,880 (73%)
Qualified, offered, and attending application program - 75,797 (48%)
Qualified, NOT offered, and NOT attending - 10,466 (7%)

Conversion Rate by Program Band (Qualified and Offered to Attending)



Application Data for Fall 2012

159,400	Applications met minimum academic requirements (66% of total applications)
45,121	Applications did NOT meet minimum academic requirements (19% of total applications)
37,284	Applications were not processed (due to quotas met, incomplete information, etc)
241,805	Total Applications were reported in Fall 2012

Applicant Activity Patterns

68%	of applicants to institution only submitted one application to the system
32%	of applicants to institution applied to more than one program and/or institution in the system

Change from Last Year

Total Applicants	+ 2,203
Total Qualified	+ 1,400
Qualified and offered	- 457
Qualified and NOT offered for any	+ 1,857

Source for all charts on this page - Application Submission Initiative - Institutional Submissions

Enrolment Projections >>>

In collaboration with Alberta Education, Alberta Treasury Board and Finance, and Alberta Health, EAE has created the EAE Enrolment Forecasting Model—also known as In-jector.[129] In-jector serves as a springboard for thoughtful, strategic conversations about future enrolment trends at post-secondary institutions based on data and sound forecasting methodology. It gives planners a platform for considering future student populations and their potential impact on budgets, staffing, programs, and facilities. In-jector can also be used to create scenarios based on assumptions about the underlying drivers of enrolment in institutions and programs.

In-jector uses historical data patterns to determine input variables for calculating future enrolment. When all of these variables are entered, the model can create projection scenarios. Three sets of variables are used:

- Uptake levels: used to determine the number of new enrolments at an institution each year, uptake levels are based on the number of entrants to an institution from the K–12 system over 10 years (assuming that all of the institution's enrolments came from the underlying service area—for CARIs, this is Alberta; for all other institutions, it is their service region).
- Retention levels: the percentage of the previous academic years' full-load equivalents (FLEs) that remain in the current academic year.
- Program proportions: the percentage of institutions' gender-based enrolments in each program band.

In-jector uses cohorts of 17-year-old high school students aged according to the year being forecasted to predict new enrolments (FLE). It uses the previous year's enrolments and applies age-specific retention rates to predict retained FLEs. Total FLEs are then broken into program bands using institution-specific proportions.

The size of each single-year 17-year-old cohort is an output of Alberta Education's Student Population Projection and Teacher Forecasting Model. Alberta Education's model predicts student counts using detailed population data from Alberta Health, as well as several other sources. Historic enrolment data (including new enrolments, retention, and program proportions) is derived from information that publicly funded post-secondary institutions submit to EAE's Learner and Enrolment Reporting System.

While formula-driven, the model can take into account data anomalies, such as sudden drops or increases in enrolment. The table below outlines enrolment growth projections by service region, based on roll-ups of institution-level figures. Enrolment growth is expected to vary among institutions and, in most cases, is not expected to follow a linear growth path. Rather, institutions may reach a peak enrolment and then decline. The projected peak enrolment growth is the sum of all enrolment increases over the forecast period.

Most institutions will see enrolment increases in some years and decreases in others, reaching peak enrolment before the end of the projection period in 2020–21. The projected enrolment range represents the lowest and highest levels of enrolment within the region over the projection period and does not necessarily equate to 2010–11 and 2020–21 enrolment levels.

Projected Enrolment Growth (FLE) by Service Region, 10-Year Projection

Geographic service region	Projected peak enrolment growth 2011–21	% of total
Calgary	5,770	54.5%
Edmonton	3,540	33.4%
Central	90	0.8%
Lethbridge	215	2.0%
Medicine Hat	-	0.0%
Grande Prairie	415	3.9%
Keyano	10	0.1%
Lakeland	-	0.0%
Northern Lakes	60	0.6%
Portage	50	0.5%
Athabasca	440	4.2%
Total	10,590	100.0%

Notes: All figures are in FLEs. Does not include the Banff Centre. Peak enrolment is the maximum expected enrolment growth over the period. The peak figure does not take into account enrolment decreases, annual enrolment increases are summed to derive a peak increase.
Source: Alberta Enterprise and Advanced Education – Enrolment Forecasting Model

Over the 2010–11 to 2020–21 projection period, enrolment growth is expected to vary across the system to a total peak enrolment increase of 10,590 FLEs. The highest projected peak growth is anticipated in the Calgary region, followed by the Edmonton region.

System Capacity >>>

Assessing institutions' capacity to accommodate learners is critical to identifying space pressures from projected enrolment growth in the post-secondary system. It also supports the effective use of existing resources by helping align demand and capacity.

Assessing projected system capacity has two elements: determining existing institutional capacity and calculating the capacity that will result from capital projects that are approved or under way but not yet completed.

Estimates of institutional capacity are based on enrolment data, which indicates the level of enrolment an institution has historically been able to accommodate.

Estimations about how much capacity will be provided by capital projects that are approved or under way are conducted using information from institutions' capital project descriptions. Institutions submit business cases and project descriptions through Alberta Infrastructure's Building and Land Information Management System. The estimated increase in capacity is updated by the institution as its project develops. The estimated capacity increase resulting from institutions' approved capital project(s) is one of the factors used when assessing the need for the project, prioritizing it in the capital-planning process, and gaining approval through the provincial capital plan.

Over the 10-year forecast period, Campus Alberta is well positioned to meet anticipated demand for post-secondary education at the system level. As the table below demonstrates, over the 2010–11 to 2020–21 forecast period, a capacity surplus of about 4,548 full-load equivalents (FLEs) is anticipated at the system level. However, capacity levels vary across regions and institutions, with some institutions in the high-demand regions of Edmonton and Calgary posting a shortage of capacity to meet projected demand. These regional capacity issues could result in a number of learners in Edmonton and Calgary not being accommodated within the system, forcing potential learners in Alberta's two largest cities into alternative paths (such as entry-level labour force positions that are misaligned with their career goals).

Capacity issues could also have financial implications for institutions outside Calgary and Edmonton, as excess capacity would mean reduced tuition revenue to address operating costs. Excess capacity diminishes system-level efficiency, which would drive-up per-student costs for the government. These capacity issues may require increased collaboration between institutions in Edmonton and Calgary with institutions outside those cities.

Recently completed expansions and the approved capital projects under way will help accommodate enrolment increases in response to both learner and labour market demand. Capacity expansions also address facilities that have been overused recently due to high demand in specific program areas, such as technical trades training and nursing.

New capital projects, however, are not the only way to increase access. Post-secondary institutions can respond to increased student demand and higher levels of enrolment by maximizing the use of existing buildings and looking for collaborative opportunities within the system. Strategies may include implementing a trimester program delivery model, increasing the number of scheduled teaching and learning hours per week, maximizing classroom seats and/or accommodating faculty and staff in shared space or open-concept work areas. As part of their stewardship role, Comprehensive Community Institutions can explore opportunities to partner with community adult learning organizations in order to maximize available capacity within their regions.

Capacity and Forecasted Enrolment by Institution and Service Region

Institution	2012-13 existing capacity	Approved expansion / under construction	2020-21 projected capacity	Projected enrolment range 2010-11 to 2020-21*		Surplus/ (shortage) to meet High
				Low	High	
Alberta College of Art and Design	960	--	960	1,003	1,075	(115)
Ambrose University College	1,000	--	1,000	371	389	611
Banff Centre**	550	--	550	n/a	550	0
Bow Valley College	8,000	--	8,000	4,493	5,069	2,931
Mount Royal University	10,165	275	10,440	9,994	11,428	(988)
Southern Alberta Institute of Technology	14,600	--	14,600	11,861	12,859	1,741
St. Mary's University College	500	--	500	404	435	65
University of Calgary	25,335	--	25,335	26,859	29,482	(4,147)
Total Calgary region	61,110	275	61,385	54,985	61,287	98
Canadian University College	500	--	500	410	429	71
Olds College	1,545	--	1,545	1,229	1,278	267
Red Deer College	5,450	--	5,450	3,854	3,989	1,461
Total Central region	7,495	0	7,495	5,493	5,696	1,799
Concordia University College of Alberta	1,800	--	1,800	1,279	1,301	499
Grant MacEwan University	12,100	--	12,100	11,742	12,042	58
King's University College	880	--	880	558	597	283
Northern Alberta Institute of Technology	12,275	--	12,275	13,494	14,054	(1,779)
NorQuest College	4,400	--	4,400	4,515	5,385	(985)
University of Alberta	36,930	1,380	38,310	34,554	36,322	1,988
Total Edmonton region	68,385	1,380	69,765	66,142	69,701	64
Grande Prairie Regional College	2,770	500	3,270	2,014	2,428	842
Total Grande Prairie region	2,770	500	3,270	2,014	2,428	842
Keyano College	1,670	425	2,095	1,395	1,425	670
Total Keyano region	1,670	425	2,095	1,395	1,425	670
Lakeland College	2,225	50	2,275	1,830	2,250	25
Total Lakeland Region	2,225	50	2,275	1,830	2,250	25
Lethbridge College	4,000	--	4,000	3,972	4,077	(77)
University of Lethbridge	7,370	--	7,370	7,050	7,159	211
Total Lethbridge region	11,370	0	11,370	11,022	11,236	134
Medicine Hat College	2,650	200	2,850	2,424	2,547	303
Total Medicine Hat region	2,650	200	2,850	2,424	2,547	303
Northern Lakes College	1,250	75	1,325	1,088	1,144	181
Total Northern Lakes region	1,250	75	1,325	1,088	1,144	181
Portage College	1,260	40	1,300	927	1,037	263
Total Portage region	1,260	40	1,300	927	1,037	263
Athabasca University	8,500	--	8,500	7,892	8,331	169
SYSTEM TOTAL	168,685	2,945	171,630	155,212	167,082	4,548

Notes: All figures are in FLEs. Projected capacity includes existing capacity, recently completed facilities, and approved projects underway.
**The projected enrolment range represents the lowest and highest levels of enrolment within the region over the projection period, and does not necessarily equate to 2010-11 and 2020-21 enrolment levels.*
***Forecast data are not available for the Banff Centre. Its existing capacity is used as a proxy for its peak enrolment growth.*
Sources: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS), Post-secondary Planning and Investments Branch, In-Sector Enrolment Forecasting Model.

Space Utilization >>>

Alberta's public infrastructure supports the basic quality of life that Albertans have come to enjoy. Although the current fiscal environment limits capital funding that may be available, an analysis of the capacity, utilization, and functionality of existing infrastructure is key to fostering agreement on capital priorities and to providing the most effective solutions to capital program needs across Campus Alberta when funding becomes available. Integrating strong space utilization processes into institutional capital-planning processes allows capital priorities to be based on solid evidence and proper due diligence.

EAE's Space Utilization Initiative is a multi-year initiative that began in 2009. The first phase involved an analysis of institutional space management practices, along with assessing and benchmarking a small portion of the infrastructure at publicly funded post-secondary institutions. According to the space utilization study released in March 2011, many institutions have, or are developing, campus-wide space allocation policies and procedures. EAE recommends that each institution put such procedures in place. Institutions are encouraged to develop policies and procedures that best suit their mandate.

As reported in the utilization study, EAE does not have a framework to assess capacity, utilization, and space requirements. However, we believe that there is currently an opportunity to assess the capacity and utilization of the existing infrastructure to assist the Ministry in its strategic capital planning.

As a first step, and to guide institutions in their planning, EAE has established the following benchmarks (fall/winter only) for classroom and instructional lab utilization based on information from other jurisdictions:

- Classroom/instructional lab utilization by day and time: benchmark = 80%
  - Calculation: # of hours of classes scheduled in a room per week / 40 hours per week of bookable time
- Classroom/instructional lab utilization by enrolment and room capacity: benchmark = 80%
  - Calculation: # of students enrolled in a class or instructional lab / maximum seating capacity of the room.

The determination of the maximum seating capacity of each room would be developed by the institution depending on the type of room and program requirements. Institutions are also encouraged to look at space standards that are in place in other jurisdictions, including Ontario and British Columbia, to inform the development of institutional space requirements. Information on these standards is available at:

http://www.aved.gov.bc.ca/cppm/documents/univ_space.pdf

http://www.aved.gov.bc.ca/cppm/documents/space.pdf

http://www.osm.utoronto.ca/standard/room_basics.html

Since every institution is unique, each one is encouraged to work with EAE in developing metrics and guidelines. Institutions are also encouraged to look at the functionality of the existing space on campus to ensure that the current facilities match program and instructional requirements.

Institutions are not required to submit utilization reports to EAE. Institutional data on space utilization should be used to support future iterations of institutional capital plans. The department recommends that utilization data be incorporated into future Comprehensive Institutional Plan documents.

Overview & Policy Implications

In keeping with last year's trends on student demand, over two-thirds of Albertan students applied to only one institution. While the percentage decreased slightly from last year, the fact that the majority of students confined their choice to one institution indicates that the advanced learning system may not be as accessible for all learners as hoped. Research on application trends shows that students limit their educational selection for a variety of reasons including: a lack of familiarity with, or awareness of, institutions outside students' home regions; the prohibitive cost of multiple applications and/or relocation to a different region; and limited programming selection within students' home regions. Strategies such as inter-regional institutional marketing campaigns, additional and more varied institutional partnerships, and the development of more distance learning options could encourage students to expand their educational choices.

Current data on student demand also indicates that, although most students in Alberta are accepted into a post-secondary institution, a significant percentage of them do not end up attending this institution. In 2012, one third of applicants chose not to attend an institution where they were offered admission. While this conversion rate may, in part, be attributed to students that apply to multiple institutions and decline attendance in favour of another institution, Alberta's high rate of single-institution applicants suggests that some students are eschewing post-secondary attendance altogether. A strong labour market may be attracting some of these students, but it is likely that other factors such as tuition and living expenses may also be at play. More research is needed to find out exactly why the gap between acceptance and attendance occurs for some students.

Research also shows that Alberta's advanced learning system will likely experience capacity challenges over the next decade. While projections indicate overall growth, this growth will be far from even, resulting in a variety of capacity shortages and surpluses across the system. For institutions that are facing a capacity surplus, challenges include infrastructure and resource pressures which may impact capital-planning processes and enrolment levels. The development and expansion of system collaborations, particularly between institutions that are significantly over and under capacity, may help to rebalance capacity loads and ease some resource constraints. Exploring opportunities to maximize existing infrastructure may also solve some capacity issues. Institutions that are operating under capacity also face challenges as lower attendance results in decreased revenue from tuition and ancillary activities. Improved system collaboration may help to bring increased access to these institutions and can provide opportunities to generate more income. As the GOA and post-secondary institutions continue to develop plans to address capacity imbalances, information on space utilization will be a valuable tool in determining optimal capacity benchmarks that facilitate system efficiency and effective program delivery.

Chapter Six

RESEARCH

Chapter Highlights >>>

- Of all institutional sectors, Comprehensive Academic Research Institutions (CARIs) attract the bulk of sponsored research funding—about $759.6 million in 2011-12. From 2006–07 to 2011-12, total sponsored research revenue to the CARI sector increased by 5.6%.
- Non-CARI institutions attracted about $26.3 million in 2011-12. Non-CARI institutions have seen a significant jump in sponsored research revenue in recent years, with a 69.7% increase from 2010-11 to 2011-12. This growth in research funding can be attributed to increasing applied research capacity in the non-CARI sector, one-time opportunities, and the development of federal and provincial programming.
- In 2012-13, EAE contributed $217 million in grant funding to Alberta Innovates corporations to support research, innovation and technology commercialization in the province.
- In 2009, Alberta employed 16,030 personnel in research and development; about 69.2% were researchers, 20.1% were technicians, and 10.7% were support staff.

Chapter Six: Research

System Overview >>>

On behalf of the GOA, EAE facilitates effective coordination of the provincially funded research and innovation system. EAE guides this system through the Alberta Research and Innovation Plan (ARIP). The core purpose of the ARIP is to communicate the research and innovation priorities of the GOA to system stakeholders. The ARIP identifies three provincial-level outcomes:

1. Broadened Economic Base
2. Effective Resource and Environmental Management
3. Healthy, Resilient Communities

The ARIP also provides strategic direction for the system by establishing a range of priorities in areas that require collective focus for system stakeholders. ARIP priorities are derived from GOA ministries, in collaboration with the Alberta Innovates corporations, and are informed by related policies and strategies. While the ARIP priorities are focused, they do not preclude specific research initiatives of ministries or the broad interests of academia, but rather signal where provincial resources will be focused to achieve results for Albertans in the longer term.

Ultimately, the ARIP is the key document that communicates provincial research and innovation direction to Campus Alberta's post-secondary institutions as a means of informing their annual research planning. The role of post-secondary institutions within Alberta's research and innovation system includes creating and sharing knowledge; attracting, retaining, and supplying highly qualified and skilled personnel; and providing solutions to industry and public interest challenges.

Based on the *Post-secondary Learning Act*[130] and the Roles and Mandates Policy Framework[5], the Campus Alberta system is configured into six sectors based on credentials offered, type and intensity of research activity, institutional program base in relation to the breadth of other institutions within the system, and geography served and client base. Pure and applied research is primarily conducted in the CARI sector, while applied research and scholarly research activity may be conducted to enhance the instructional mandates of the remaining five non-CARI sectors.

Research Categories

Pure research involves the generation of new knowledge, must pass peer review, generally includes the involvement of graduate students, and may or may not have immediate application.

Applied research is conducted to discover new knowledge with a more identifiable and immediate practical application. This form of research tends to be more focused on the identification of practical solutions or applications. In general, applied research lends itself more readily to third-party support, including financing from the private sector, granting councils, and communities.

Scholarly activity is developmental research that is conducted in support of faculty professional development. It is supplemental to the instructional function and geared to faculty enhancement and maintenance of their knowledge base to support instruction. It is aligned with degree programs offered, and may or may not involve peer review, but does not require the support of graduate students. It may or may not involve the support of external research funding. Where appropriate, scholarly activity may be conducted in collaboration with CARIs.

Alberta Innovates

Alberta Innovates is a significant component of the provincial research and innovation system. Alberta Innovates, consisting of the Alberta Research and Innovation Authority and four provincial corporations, is designed to strengthen the province's role as a world leader in using science to seek solutions. The four corporations that receive support from the GOA to be catalysts of innovation by building on Alberta's strengths in the bioresources, energy and environment, and health sectors are:

- Alberta Innovates – Bio Solutions
- Alberta Innovates – Energy and Environment Solutions
- Alberta Innovates – Health Solutions
- Alberta Innovates – Technology Futures

Alberta Innovates works with key innovation support agencies, publicly funded post-secondary institutions, industry, and government to invest in research and innovation and increase Alberta's competitiveness in the global economy. In 2012-13, EAE provided $217 million in grant funding to Alberta Innovates corporations to support research, innovation and technology commercialization in the province.

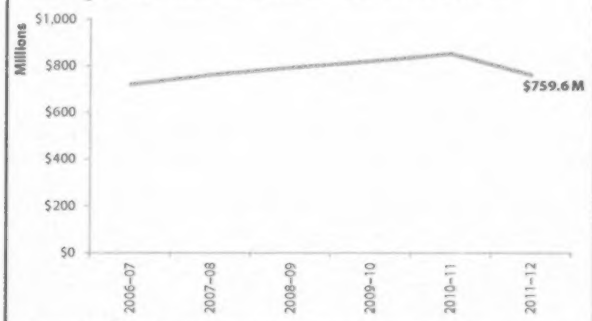
5 For more information, see the Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Learning System, available online at http://eae.alberta.ca/post-secondary/policy/roles.aspx

Sponsored Research Revenue >>>

Alberta's post-secondary institutions receive research funding from a variety of sources. Sponsored research revenue[13] is funding garnered outside of institutional operating grants, including contracts, grants, and donations that are used to support the operating and infrastructure costs associated with research.

CARIs attract the bulk of sponsored research funding garnered by Campus Alberta institutions—$759.6 million in 2011–12. From 2006–07 to 2011–12, total sponsored research revenue garnered by the CARI sector increased by 5.6%—an indication of the sector's strength and competitiveness in attracting research funding.

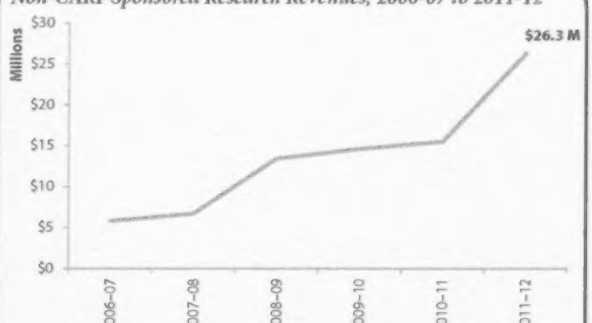
CARI-Sponsored Research Revenues, 2006-07 to 2011-12



Source: Alberta Enterprise and Advanced Education, Research Capacity Planning

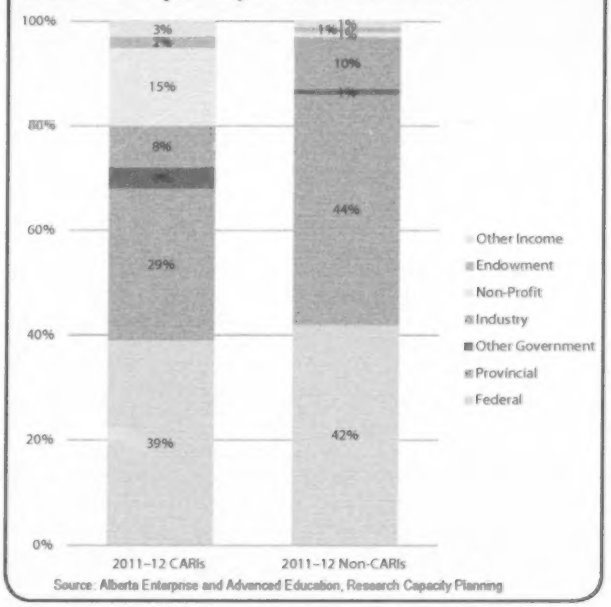
Non-CARI institutions attracted about $26.3 million in 2011–12. Non-CARI institutions have seen a significant jump in sponsored research revenue in recent years, with a 69.7 % increase from 2010–11 to 2011–12. This growth in research funding is attributable to increasing applied research capacity in the non-CARI sector, one-time opportunities, and the development of federal and provincial programming. The large increase in non-CARI research revenue between 2007–08 and 2008–09 is, in part, due to enhanced reporting beginning in 2008–09.

Non-CARI-Sponsored Research Revenues, 2006-07 to 2011-12



Source: Alberta Enterprise and Advanced Education, Research Capacity Planning

Fund Source Proportions for CARIs and Non-CARIs



Source: Alberta Enterprise and Advanced Education, Research Capacity Planning

Total research sponsorship of the four CARIs by the provincial government has decreased 2.5%, from $223.8 million in 2006–07 to $218.3 million in 2011–12. This decrease in research funding is largely due to the completion of capital projects and the variability in the size and timing of funding competitions.

In 2011–12, the GOA contributed $11.4 million in research funding to non-CARI institutions, an increase of 62.8% from the previous year. At 44%, the province is the largest research funder to non-CARI institutions.

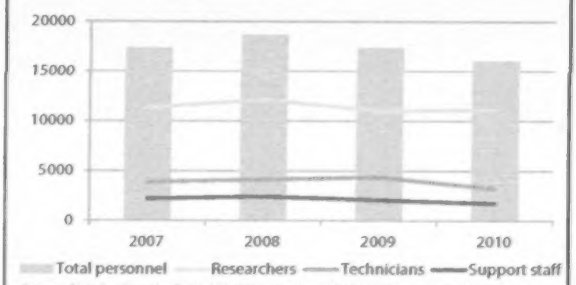
Personnel Engaged in Research and Development

Mobilization of research and development (R&D) is made possible by personnel who conduct research in all sectors of the economy. Statistics Canada shows that in 2010, Canada employed 221,360 personnel (researchers, technicians, and support staff) engaged in R&D in government, business-sector, post-secondary education, and private non-profit organizations. Most of the employed were researchers (67.3%), followed by technicians (22.5%) and support staff (10.2%). In this same year, Alberta employed 16,030 personnel engaged in R&D. About 69.2% were researchers, 20.1% were technicians, and 10.7% were support staff. Of all of Canada's R&D personnel, Ontario employs 44.9%, followed by Quebec (29.4%), British Columbia (15.3%), and Alberta (7.2%). This is a relatively small number when compared to Alberta's share of the nation's real GDP (16.8%)[132] and population (11.3%).[133] This suggests that Alberta's economic and human resource strengths are not reflected in its R&D personnel.

Total personnel engaged in R&D in Canada declined by 5.9% from 235,320 in 2009 to 221,360 in 2010, and in Alberta the total number declined by 7.8% from 17,380 in 2009 to 16,030 in 2010 (see graph to the right). The decline is observed across Canada except in the case of Manitoba. About 42% of performers of research and development are from the higher education, second to business enterprises. A closer look at the Alberta higher education's breakdown of personnel shows a slight increase from 2009 to 2010 mostly from researchers from 6,250 to 6,800 personnel (see graph below). Alberta's overall decline in personnel is consistent with the overall decline in Alberta's total funded research and development expenditures over the same time period (see graph below). The declines in 2009 and 2010 values may reflect the true effects of the 2008 recession as they regained some budget flexibility.

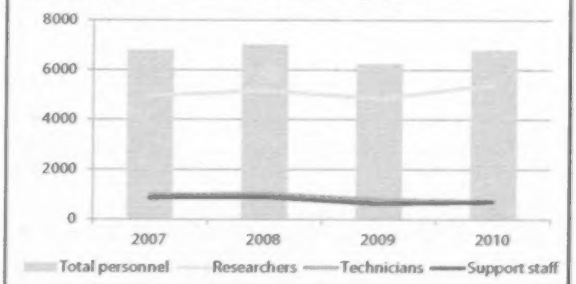
Although the number of personnel engaged in R&D provides a measure of the research intensity at the input side of research activities, the outputs of research must also be explored in order to completely understand the contributions of research and innovation to the province.

Alberta Personnel Engaged in R&D



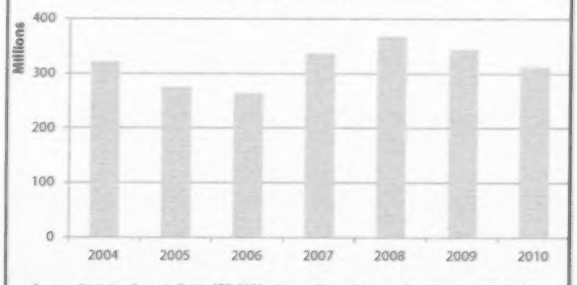
Source: Statistics Canada. Table 358-0160 - Provincial distribution of personnel engaged in research and development, by performing sector and occupational category, annual (number)

Alberta Higher Education Personnel Engaged in R&D



Source: Statistics Canada. Table 358-0160 - Provincial distribution of personnel engaged in research and development, by performing sector and occupational category, annual (number)

Alberta Funded Domestic Expenditures on R&D



Source: Statistics Canada Table 358-0001 – Gross domestic expenditures on research and development, by science type and by funder and performer sector annual, funded by the province and performed by all sectors.

Chapter Six: Research

Overview & Policy Implications

Alberta has a dynamic research and innovation system that helps to achieve the key outcomes identified in the Alberta Research and Innovation Plan (ARIP): Broadened Economic Base; Efficient Resource and Environmental Management; and Healthy Resilient Communities. Our research and innovation system is a collaborative network of researchers, industry, entrepreneurs, investors and post-secondary institutions that is supported and guided by the GOA. Campus Alberta and Alberta Innovates are key publicly-funded partners in achieving results.

A key focus of the ARIP is to generate benefits for Albertans through the research and innovation system. A renewed focus on working collaboratively was deemed critical to identify key opportunities to create transformative or wide-reaching change and then work together to achieve these outcomes. Through the identification of shared research and innovation priorities, Campus Alberta institutions are primed to work collaboratively with each other and the broader research and innovation system to advance the outcomes delineated in the ARIP.

The synergy and results achieved through collaboration create value when translated into new processes, products, services or policies. It is the extraction of value, whether economic, environmental or social, that will deliver benefits of research and innovation to Albertans. Strengthening the connections amongst GOA ministries, Alberta Innovates, Campus Alberta institutions and industry is critical to maximize the research and innovation system's effectiveness in delivering benefits for the province and Albertans.

The research and innovation system can generate solutions to immediate challenges and will help to create and identify emerging opportunities for the province. To be effective in this current climate of fiscal restraint, the alignment and coordination of resources and expertise around key priorities to achieve the ARIP outcomes is more important than ever.

Appendices

APPENDICES 71
Appendix A. Methodological Notes 72
Appendix B. Data Tables 76
Glossary 100
Endnotes 102

Appendix A: Methodological Notes

Data provided are the most current available at the time of writing and are valid as at the document's release. Methodologies are assessed on an ongoing basis to ensure accuracy and reliability.

A1. Population Projections >>>

At the Alberta level, population data are sourced from Alberta Treasury Board and Finance based on data from Statistics Canada's 2006 Census of Population and post-census estimates of Alberta's population on July 1, 2011. The censuses, as well as the population estimates, only include the resident population. Hence, people can be a non-permanent resident (NPR) and be included in the population, but "shadow population" is not included because the primary residence for these individuals is located outside of Alberta. They are enumerated by Statistics Canada in the census as residents of other jurisdictions.

Alberta is composed of 19 Census Divisions (CDs), each containing a number of smaller Dissemination Blocks (DBs). Data is available by DB for census years, and by CD for non-census years. Alberta Treasury Board and Finance calculates population forecasts by CD using a low-, medium-, and high-growth scenario. Data presented here are sourced from the medium-growth scenario, which represents the most likely case. The forecasting approach takes the base population categorized by age and by sex, and applies fertility rates, mortality rates, and migration to project the number of births, deaths, and migrants per year. These three components are either added or subtracted from the base population to obtain the population projections for the subsequent years. Provincial-level population projections are derived by summing the CD-level projections.[134]

Population forecasts by service region are derived separately from the provincial forecast. Unlike CDs, DBs fit neatly into geographic service region boundaries. Since DB-level data are only available in census years, each CD is weighted according to the proportion of its population falling in a particular service region and matched to the DBs within that region.

For example, the Medicine Hat region includes parts of three CDs (100% of CD1, 15% of CD2, and 34% of CD4). To derive the Medicine Hat region's population from these three CDs, the population of CD1 is multiplied by 1 because it contains 100% of that CD. The population of CD2 is multiplied by 0.15, and the population of CD4 by 0.34. The three derived figures are then summed to determine the overall regional population. These calculations are then forecasted forward using Alberta Treasury Board and Finance's medium-term growth scenario.

A2. Program Bands >>>

Program bands are based on the Classification of Instructional Programs (CIP) 2000 categories. CIP 2000 is designed to classify instructional programs. Its aim is to provide a sound basis for classifying programs and support the accurate tracking, monitoring, and evaluation of programs and completions. Program bands are designed to make data analysis and the communication and presentation of data easier by categorizing CIP 2000 into nine higher-level groupings.

In collaboration with Statistics Canada, EAE reviewed CIP 2000 codes for all programs and specializations in summer 2010. Some programs and specializations' CIP codes were revised to more accurately reflect academic content. Program attributes for each program and year the program was offered now reflect values currently listed in the Program Registry System (PRS) for that year and program.

As a result of this review, some codes have been adjusted. Data provided at the CIP code or program band level may not reconcile with data presented in previous iterations. Future changes related to CIP 2000 attributes will be made on a go-forward basis, eliminating the need for future restatements.

Program Bands: Higher-Level Groupings for CIP 2000

Program band	Two-digit CIP code
Business/ Management	Business, Management, Marketing and Related Support Services
Education	Education
Health Sciences	Psychology
	Health Professions and Related Clinical Sciences
	Dental, Medical and Veterinary Residency Programs
Languages, Social Sciences, Arts and Humanities	Aboriginal/Foreign Languages, Literature and Linguistics
	English Language and Literatures and Letters
	French Language and Literature and Letters
	Philosophy and Religious Studies
	History
	Social Sciences
	Library Science
	Public Administration and Social Science Profession
	Family and Consumer Science/Human Sciences
	Area, Ethnic, Cultural and Gender Studies
	Communication, Journalism and Related Programs
	Theology and Religious Vocations
	Liberal Arts, General Studies and Humanities
	Visual and Performing Arts
Legal and Security	Security and Protective Services
	Legal Profession and Studies
Recreation	Personal Awareness and Self Improvement
	Parks, Recreation, Leisure and Fitness Studies
	Leisure and Recreational Activities
Physical, Natural and Applied Sciences	Biological and Biomedical Sciences
	Agricultural, Agricultural Operations and Related
	Physical Sciences
	Mathematics and Statistics
	Engineering
	Natural Resources and Conservation
	Multi/interdisciplinary Studies
	Military Technologies
	Architecture and Related Sciences
	Computer and Information Sciences and Services
	Communication Technologies/ Technicians and Support Services
Preparatory and Basic Upgrading	Basic Skills
	High School/Secondary Diplomas and Certificates
	Technology Education/Industry Arts
Trades and Technology	Construction Trades
	Mechanic and Repair Technologists/ Technicians
	Precision Production
	Transportation and Materials Moving
	Engineering Technologies/Technicians
	Science Technologies/Technicians
	Personal and Culinary Services

A3. Headcount Enrolment

The unduplicated (unique) student headcount measure is a method of counting enrolment that refers to the actual number of students registered at and attending a publicly funded post-secondary institution in Alberta (full- and part-time) in a given academic year.

To address the issue of double counting, the unduplicated student headcount methodology uses the Alberta Student Number (ASN), rather than the institutional student identification number, as the means of identifying students. For the past decade, institutions have used the ASN to report enrolment data to EAE via LERS. All students in Alberta should be assigned a unique ASN that travels with them, regardless of the post-secondary institutions they attend through the course of their life. As a unique identifier that travels with the learner, the ASN enables analyses that removes duplicate student counts among institutions.

In some cases, students are not assigned an ASN. For those student records without an ASN, institution-specific values were used. Because the methodology removes double counting, subtotals and system values for this measure will not be equal to the sum of the corresponding institutional totals, as a student may have attended more than one institution. In other words, it will not be possible to add up institutional totals to arrive at a summary value, as adding each institutional total may lead to double counting. The value listed for each institution represents the unique headcount at that particular institution, while the value listed for the system total represents the number of unique headcount across the whole system.

Banff Centre Enrolments

In 2009–10, the Banff Centre began reporting enrolments using an updated full-load equivalent (FLE) calculation. Factors used for calculating headcount FLE enrolment were reviewed and adjusted for the 2009–10 academic year forward. This adjustment resulted in a significantly higher FLE in 2009–10, independent of enrolments.

A4. Apprenticeship Data >>>

At a system level, registered apprentices are included in all enrolment data. Due to the nature of apprenticeship programs, where 80% of the training is provided on the job and 20% is technical training provided in class, only the in-class component is included in the enrolment data. There are also differences in how apprenticeship technical training enrolments are reflected as headcounts compared to FLEs. In terms of headcount enrolment data, apprentices are counted in the same way as everyone else (one person equals one count). In terms of FLE data, one FLE roughly equates to just under four apprentices.

While included in enrolment data, apprentices who complete their trade program and receive a journeyperson certificate are not included in LERS graduate data. This is because, unlike other post-secondary programs where the respective post-secondary institution awards the credential, apprentices receive their certification from Apprenticeship and Industry Training, EAE. Data on graduates from the Trades and Technology program band includes only those graduates from technology and technician programs, and excludes journeypersons.

Data on registered apprentices is tracked via the Apprenticeship, Trade, and Occupational Management System (ATOMS).

B1. High School Transitions by Service Region

REGION OF HIGH SCHOOL GRADUATION (Fall 2012)	REGION OF POST-SECONDARY TRANSITION													
	Calgary	Central	Edmonton	Grande Prairie	Keyano	Lakeland	Lethbridge	Medicine Hat	Northern Lakes	Portage	Athabasca University (AU)	Total (with AU)	Did not attend PSE in Alberta	Total graduates
Calgary	3,481	50	333	5	0	8	247	15	0	1	3	4,143	5,707	9,850
	78.5%	7.7%	6.9%	2%	0.0%	5.1%	25.9%	6.3%	0.0%	2.3%	60.0%	35.4%	31.6%	32.2%
Central	145	414	160	1	1	7	81	5	0	1	0	815	1,551	2,366
	3.3%	64.0%	3.3%	0.4%	0.9%	4.4%	8.5%	2.1%	0.0%	2.3%	0.0%	7.0%	9.3%	7.7%
Edmonton	674	109	3,935	42	31	59	174	36	14	7	2	5,083	8,680	13,763
	15.2%	16.8%	81.4%	17.8%	29.2%	37.3%	18.2%	15.1%	50.0%	15.9%	40.0%	43.5%	39.4%	44.9%
Grande Prairie	9	13	93	166	0	6	9	0	5	1	0	302	644	946
	0.2%	2.0%	1.9%	70.3%	0.0%	3.8%	0.9%	0.0%	17.9%	2.3%	0.0%	2.6%	3.9%	3.1%
Keyano	18	0	49	0	73	0	5	0	0	0	0	145	241	386
	0.4%	0.0%	1.0%	0.0%	68.9%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	1.2%	1.6%	1.3%
Lakeland	7	21	68	1	0	47	6	2	0	0	0	152	232	384
	0.2%	3.2%	1.4%	0.4%	0.0%	29.7%	0.6%	0.8%	0.0%	0.0%	0.0%	1.3%	1.3%	1.3%
Lethbridge	54	9	27	1	1	7	369	7	0	0	0	475	797	1,272
	1.2%	1.4%	0.6%	0.4%	0.9%	4.4%	38.7%	2.9%	0.0%	0.0%	0.0%	4.1%	4.8%	4.2%
Medicine Hat	31	13	15	1	0	2	45	172	0	0	0	279	391	670
	0.7%	2.0%	0.3%	0.4%	0.0%	1.3%	4.7%	72.0%	0.0%	0.0%	0.0%	2.4%	3.1%	2.2%
Northern Lakes	8	9	55	19	0	3	12	0	9	0	0	115	361	476
	0.2%	1.4%	1.1%	8.1%	0.0%	1.9%	1.3%	0.0%	32.1%	0.0%	0.0%	1.0%	2.7%	1.6%
Portage	9	9	101	0	0	19	6	2	0	34	0	180	327	507
	0.2%	1.4%	2.1%	0.0%	0.0%	12.0%	0.6%	0.8%	0.0%	77.3%	0.0%	1.5%	2.3%	1.7%
Alberta TOTAL	4,436	647	4,836	236	106	158	954	239	28	44	5	11,689	18,931	30,620
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Notes:
1. The number of high school graduates transitioning directly to post-secondary institutions in fall 2012 may be understated, as these only represent a snapshot of fall enrolments and may not include all enrolments in fall.
2. In occurrences where High School graduates were attending more than one post-secondary institution, the student is only counted at one institution.
3. High school graduates are those learners who graduated from an Alberta high school in June 2012.
Source: Alberta Enterprise and Advanced Education, Application Submission Initiative (ASI).

B2. Historical Applicants

Institution	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Athabasca University	17,458	16,905	20,850	22,639	22,203
University of Alberta	32,581	33,097	34,485	35,459	37,780
University of Calgary	23,361	25,878	26,233	27,313	29,171
University of Lethbridge, The	5,902	6,102	6,044	6,105	6,013
Comprehensive Academic and Research Institutions	73,240	75,829	80,859	84,381	87,307
Grant MacEwan University	13,174	14,652	14,721	15,397	14,945
Mount Royal University	12,403	13,551	13,628	13,230	13,797
Baccalaureate and Applied Studies Institutions	25,281	27,905	28,035	28,268	28,384
Northern Alberta Institute of Technology	10,690	11,604	12,379	12,904	13,146
Southern Alberta Institute of Technology	11,548	12,627	12,883	13,696	14,938
Polytechnical Institutions	21,558	23,602	24,547	25,758	27,125
Bow Valley College	3,317	4,360	4,980	4,907	4,896
Grande Prairie Regional College	1,287	2,554	2,452	2,601	2,395
Keyano College	957	1,027	750	982	871
Lakeland College	1,879	1,869	2,275	2,096	2,204
Lethbridge College	3,431	3,719	3,874	3,892	3,431
Medicine Hat College	2,372	2,556	2,466	2,305	2,420
NorQuest College	3,203	3,546	4,027	3,423	3,621
Northern Lakes College	1,442	1,485	1,652	1,660	1,660
Olds College	1,625	1,511	1,786	1,697	1,530
Portage College	1,595	1,979	1,843	1,562	1,366
Red Deer College	4,237	5,032	4,529	4,494	4,372
Comprehensive Community Institutions	24,378	28,584	29,543	28,452	27,551
Ambrose University College	235	296	307	339	276
Canadian University College	422	240	279	328	171
Concordia University College of Alberta	1,360	1,422	1,278	1,210	1,005
King's University College, The	571	587	486	521	555
St. Mary's University College	248	366	405	414	421
Taylor University College and Seminary	112	n/a	n/a	n/a	n/a
Independent Academic Institutions	2,886	2,840	2,695	2,742	2,363
Alberta College of Art and Design	802	1,000	911	847	839
Specialized Arts and Culture Institutions	802	1,000	911	847	839
TOTAL	134,792	145,341	151,358	154,223	156,426

Notes:

1. Prior to 2008 Athabasca reported all applicants at the course level. For 2008 and on, Athabasca will be reporting on NEW applicants or those applying to a new PROGRAM.

2. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Since Augustana reported their ASI submission separately for Fall 2005, Augustana ASI values have been included with the U of A for comparative purposes.

3. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

4. In 2008 NorQuest updated their process to include applications/applicants for programs that were excluded in previous years.

5. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.

6. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no ASI data will be submitted for Fall 2009 forward.

7. This sector also includes The Banff Centre. As The Banff Centre does not award parchments and does not report through LERS, there is nothing to report.

- The sum of the rows will not equal the system total, as students may have applied to more than one institution.

- In 2010, all apprenticeship records were removed from ASI. All historical values have been restated to reflect this change.

- Data for the Banff Centre are unavailable, as it does not report via ASI.

Source: Alberta Enterprise and Advanced Education, Application Submission Initiative (ASI).

B3. Applicant Trends - Coming From (Alberta)

WHERE STUDENTS APPLYING FROM (Fall 2011)	WHERE STUDENTS APPLYING TO: Calgary	Central	Edmonton	Grande Prairie	Keyano	Lakeland	Lethbridge	Medicine Hat	Northern Lakes	Portage	All Regions (without AU)	Athabasca University (AU)	Total (with AU)*
Calgary	36,407	706	4,135	53	16	57	2,303	155	11	38	40,203	3,261	42,948
	90.6%	1.8%	10.3%	0.1%	0.0%	0.1%	5.7%	0.4%	0.0%	0.1%	100.0%	7.6%	
Central	1,806	3,219	1,865	26	8	86	437	92	17	13	6,457	472	6,863
	28.0%	49.9%	28.9%	0.4%	0.1%	1.3%	6.8%	1.4%	0.3%	0.2%	100.0%	6.9%	
Edmonton	2,315	581	31,769	132	22	291	422	59	85	107	34,257	2,717	36,649
	6.8%	1.7%	92.7%	0.4%	0.1%	0.8%	1.2%	0.2%	0.2%	0.3%	100.0%	7.4%	
Grande Prairie	402	134	1,029	1,365	1	42	89	11	209	20	2,890	309	3,136
	13.9%	4.6%	35.6%	47.2%	0.0%	1.5%	3.1%	0.4%	7.2%	0.7%	100.0%	9.9%	
Keyano	314	30	543	10	760	10	56	4	19	39	1,559	255	1,784
	20.1%	1.9%	34.8%	0.6%	48.7%	0.6%	3.6%	0.3%	1.2%	2.5%	100.0%	14.3%	
Lakeland	134	133	661	10	0	524	49	17	2	28	1,352	110	1,433
	9.9%	9.8%	48.9%	0.7%	0.0%	38.8%	3.6%	1.3%	0.1%	2.1%	100.0%	7.7%	
Lethbridge	768	103	578	11	2	26	3,159	82	2	4	4,270	288	4,521
	18.0%	2.4%	13.5%	0.3%	0.0%	0.6%	74.0%	1.9%	0.0%	0.1%	100.0%	6.4%	
Medicine Hat	647	77	405	11	0	24	327	1,329	3	5	2,369	202	2,523
	27.3%	3.3%	17.1%	0.5%	0.0%	1.0%	13.8%	56.1%	0.1%	0.2%	100.0%	8.0%	
Northern Lakes	112	66	653	233	2	15	45	6	1,205	68	2,197	166	2,346
	5.1%	3.0%	29.7%	10.6%	0.1%	0.7%	2.0%	0.3%	54.8%	3.1%	100.0%	7.1%	
Portage	141	70	845	8	4	163	48	15	28	924	2,015	181	2,178
	7.0%	3.5%	41.9%	0.4%	0.2%	8.1%	2.4%	0.7%	1.4%	45.9%	100.0%	8.3%	
Alberta Unknown	29	22	90	6	12	3	12	8	3	11	194	17	211
	14.9%	11.3%	46.4%	3.1%	6.2%	1.5%	6.2%	4.1%	1.5%	5.7%	100.0%	8.1%	
Alberta TOTAL	43,007	5,139	42,448	1,865	827	1,241	6,935	1,778	1,581	1,257	97,235	7,978	104,006
	44.2%	5.3%	43.7%	1.9%	0.9%	1.3%	7.1%	1.8%	1.6%	1.3%	100.0%	7.7%	

Notes:

- Summing up the rows will NOT equal the totals listed in the "By Provider" row, as students may have applied to more than one institution. Students may apply to more than one institution, and to more than one region, as such these students will be counted in each row that corresponds to an institution they applied to (for example, if a student applied to the U of C and the U of A, they would be listed as one student in the Calgary Region, and one in the Edmonton Region), however, the student will only be counted ONCE in the summary row, as this row represents the number of unique applicants in the system.

- In 2010, all Apprenticeship records appearing in ASI data from Fall 2007 onwards were removed from the submission as the point in time nature of ASI's fall data collection and reporting did not align with apprenticeship programs. Due to this update, values for years Fall 2007 to Fall 2009 have been restated to ensure consistent measures (Fall 2011 was the first year Apprenticeship Info was reported in ASI).

- Data does NOT include application information from The Banff Centre, as they do not submit ASI Data.

- Prior to 2008 Athabasca reported all applicants at the course level. For 2008 and on, Athabasca will be reporting on NEW applicants or those applying to a new PROGRAM.

- In 2008 NorQuest updated their process to include applications/applicants for programs that were excluded in previous years

- As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no ASI data will be submitted for Fall 2009 forward.

- In 2012, Service Regions were updated to reflect changes to unknown service regions. Due to this update, values for years Fall 2005 to Fall 2010 have been restated to ensure consistent measures .

Source: Alberta Enterprise and Advanced Education, Application Submission Initiative (ASI).

B4. Applicant Trends – Coming From (All)

REGION OF HIGH SCHOOL GRADUATION (Fall 2011)	WHERE STUDENTS APPLYING TO: Calgary	Central	Edmonton	Grande Prairie	Keyano	Lakeland	Lethbridge	Medicine Hat	Northern Lakes	Portage	All Regions (without AU)	Athabasca University (AU)	Total (with AU)
Alberta	43,007	5,139	42,448	1,865	827	1,241	6,935	1,778	1,581	1,257	97,235	7,978	104,006
	44.2%	5.3%	43.7%	1.9%	0.9%	1.3%	7.1%	1.8%	1.6%	1.3%	100.0%	7.7%	
British Columbia	3,944	246	3,768	220	10	69	420	41	13	12	7,775	1,874	9,604
	50.7%	3.2%	48.5%	2.8%	0.1%	0.9%	5.4%	0.5%	0.2%	0.2%	100.0%	19.5%	
Manitoba	365	45	422	9	4	56	92	29	1	5	944	638	1,575
	38.7%	4.8%	44.7%	1.0%	0.4%	5.9%	9.7%	3.1%	0.1%	0.5%	100.0%	40.5%	
New Brunswick	90	10	148	5	3	1	6	2	0	0	257	343	597
	35.0%	3.9%	57.6%	1.9%	1.2%	0.4%	2.3%	0.8%	0.0%	0.0%	100.0%	57.5%	
Newfoundland and Labrador	91	7	145	2	3	4	8	2	1	1	246	206	451
	37.0%	2.8%	58.9%	0.8%	1.2%	1.6%	3.3%	0.8%	0.4%	0.4%	100.0%	45.7%	
Northwest Territories	178	46	386	162	1	10	90	5	10	10	751	19	932
	23.7%	6.1%	51.4%	21.6%	0.1%	1.3%	12.0%	0.7%	1.3%	1.3%	100.0%	20.6%	
Nova Scotia	299	23	239	8	2	5	28	3	4	0	569	715	1,274
	52.5%	4.0%	42.0%	1.4%	0.4%	0.9%	4.9%	0.5%	0.7%	0.0%	100.0%	56.1%	
Nunavut and Yukon Territories	104	16	93	13	0	1	26	3	0	0	214	66	278
	48.6%	7.5%	43.5%	6.1%	0.0%	0.5%	12.1%	1.4%	0.0%	0.0%	100.0%	23.7%	
Ontario	2,622	179	2,432	31	8	49	179	26	9	12	4,920	7,974	12,847
	53.3%	3.6%	49.4%	0.6%	0.2%	1.0%	3.6%	0.5%	0.2%	0.2%	100.0%	62.1%	
Prince Edward Island	55	4	42	3	0	1	6	1	1	0	109	107	213
	50.5%	3.7%	38.5%	2.8%	0.0%	0.9%	5.5%	0.9%	0.9%	0.0%	100.0%	50.2%	
Quebec	224	11	262	8	0	3	10	3	0	3	478	445	922
	46.9%	2.3%	54.8%	1.7%	0.0%	0.6%	2.1%	0.6%	0.0%	0.6%	100.0%	48.3%	
Saskatchewan	938	179	1,034	13	7	704	359	333	5	52	3,233	1,117	4,325
	29.0%	5.5%	32.0%	0.4%	0.2%	21.8%	11.1%	10.3%	0.2%	1.6%	100.0%	25.8%	
Canada Unknown	89	8	2,465	14	0	22	42	0	1	7	2,647	115	2,762
	3.4%	0.3%	93.1%	0.5%	0.0%	0.8%	1.6%	0.0%	0.0%	0.3%	100.0%	4.2%	
Canada (excluding Alberta)	8,991	774	11,429	488	38	925	1,265	448	45	102	22,056	13,792	35,684
	40.8%	3.5%	51.8%	2.2%	0.2%	4.2%	5.7%	2.0%	0.2%	0.5%	100.0%	38.7%	
Outside Canada	5,393	86	11,880	39	5	17	743	194	34	7	17,378	433	17,808
	31.0%	0.5%	68.4%	0.2%	0.0%	0.1%	4.3%	1.1%	0.2%	0.0%	100.0%	2.4%	
Other/Unknown/ Not Reported	523	21	199	3	1	21	65	0	1	0	800	0	800
	65.4%	2.6%	24.9%	0.4%	0.1%	2.6%	8.1%	0.0%	0.1%	0.0%	100.0%	0.0%	
ALL SERVICE AREAS	57,710	6,019	65,419	2,395	871	2,204	8,994	2,420	1,660	1,366	135,748	22,203	156,426
	42.5%	4.4%	48.2%	1.8%	0.6%	1.6%	6.6%	1.8%	1.2%	1.0%	100.0%	14.2%	

Notes: see page 80.

B4. Applicant Trends - Coming From (All) - Notes

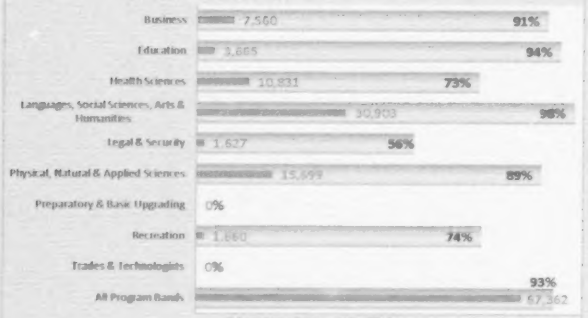
- *Summing up the rows will NOT equal the totals listed in the "By Provider" row, as students may have applied to more than one institution. Students may apply to more than one institution, and to more than one region, as such these students will be counted in each row that corresponds to an institution they applied to (for example, if a student applied to the U of C and the U of A, they would be listed as one student in the Calgary Region, and one in the Edmonton Region), however, the student will only be counted ONCE in the summary row, as this row represents the number of unique applicants in the system.*
- *In 2010, all Apprenticeship records appearing in ASI data from Fall 2007 onwards were removed from the submissions, as the point in time nature of ASI's fall data collection and reporting did not align with apprenticeship programs. Due to this update, values for years Fall 2007 to Fall 2009 have been restated to ensure consistent measures (Fall 2011 was the first year Apprenticeship Info was reported in ASI).*
- *Data does NOT include application information from The Banff Centre, as they do not submit ASI Data.*
- *Prior to 2008 Athabasca reported all applicants at the course level. For 2008 and on, Athabasca will be reporting on NEW applicants or those applying to a new PROGRAM.*
- *In 2008 NorQuest updated their process to include applications/applicants for programs that were excluded in previous years*
- *As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no ASI data will be submitted for Fall 2009 forward.*
- *In 2012, Service Regions were updated to reflect changes to unknown service regions. Due to this update, values for years Fall 2005 to Fall 2010 have been restated to ensure consistent measures .*

Source: Alberta Enterprise and Advanced Education, Application Submission Initiative (ASI).

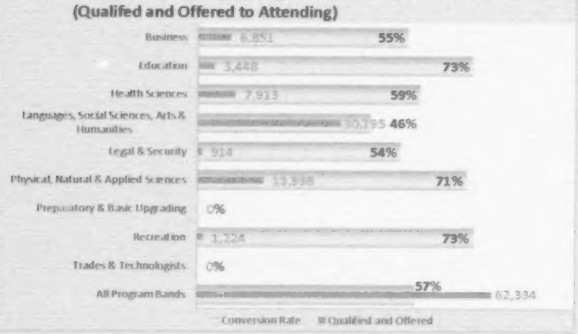
B5. Application Data - Sector Summaries

- FALL 2012 ASI - COMPREHENSIVE ACADEMIC AND RESEARCH SECTOR SUMMARY SHEET -

Acceptance Rate by Program Band
(Qualifed to Offered)

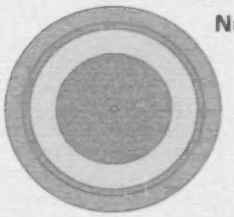

Business 7,560 91%
Education 3,885 94%
Health Sciences 10,831 73%
Languages, Social Sciences, Arts & Humanities 30,903 98%
Legal & Security 1,627 56%
Physical, Natural & Applied Sciences 15,699 89%
Preparatory & Basic Upgrading 0%
Recreation 1,860 74%
Trades & Technologists 0%
All Program Bands 67,362 93%
Acceptance Rate
Qualified

Conversion Rate by Program Band
(Qualifed and Offered to Attending)


Business 6,851 55%
Education 3,448 73%
Health Sciences 7,913 59%
Languages, Social Sciences, Arts & Humanities 30,195 46%
Legal & Security 914 54%
Physical, Natural & Applied Sciences 13,938 71%
Preparatory & Basic Upgrading 0%
Recreation 1,224 73%
Trades & Technologists 0%
All Program Bands 62,334 57%
Conversion Rate
Qualified and Offered

Metric	Change From Last year
Total Applicants	2,926
Total Qualified	1,038
Qualified and offered	203
Qualified and NOT offered for any	835

Number of ALBERTA ONLY Applicants


Total Applicants - 44,827
Total Qualified - 37,894 (85%)
Qualified and offered - 35,099 (78%)
Qualified, offered, and attending application program - 24,048 (54%)
Qualified, NOT offered, and NOT attending - 1,328 (3%)

Application Data for Fall 2012	
77,264	Applications met minimum academic requirements (60% of total applications)
29,448	Applications did NOT meet minimum academic requirements (23% of total applications)
21,571	Applications were not processed (due to quotas met, incomplete information, etc)
128,283	**Total Applications were reported in Fall 2012**

Applicant Activity Patterns	
65%	of applicants for sector only apply to one program at one institution
35%	of applicants for sector applied to more than one program and/or institution in the system

Number of Applicants (ALL)

Total Applicants - 87,307
Total Qualified - 67,362 (77%)
Qualified and offered - 62,334 (71%)
Qualified, offered, and attending application program - 35,785 (41%)
Qualified, NOT offered, and NOT attending - 3,363 (4%)

Source: ASI Institutional Submissions

May 2013

B5. Application Data - Sector Summaries

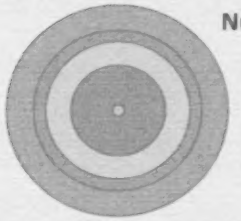
- FALL 2012 ASI - BACCALAUREATE AND APPLIED STUDIES SECTOR SUMMARY SHEET -

Acceptance Rate by Program Band
(Qualifed to Offered)

Conversion Rate by Program Band
(Qualifed and Offered to Attending)

Metric	Change From Last year
Total Applicants	116
Total Qualified	1,939
Qualified and offered	1,254
Qualified and NOT offered for any	685

Number of ALBERTA ONLY Applicants



- Total Applicants - 25,305
- Total Qualified - 19,269 (76%)
- Qualified and offered - 16,521 (65%)
- Qualified, offered, and attending application program - 10,868 (43%)
- Qualified, NOT offered, and NOT attending - 1,493 (6%)

Application Data for Fall 2012	
25,072	Applications met minimum academic requirements (64% of total applications)
7,360	Applications did NOT meet minimum academic requirements (19% of total applications)
6,998	Applications were not processed (due to quotas met, incomplete information, etc)
39,430	**Total Applications were reported in Fall 2012**

Applicant Activity Patterns	
45%	of applicants for sector only apply to one program at one institution
55%	of applicants for sector applied to more than one program and/or institution in the system

Number of Applicants (ALL)

- Total Applicants - 28,384
- Total Qualified - 21,140 (74%)
- Qualified and offered - 18,123 (64%)
- Qualified, offered, and attending application program - 11,731 (41%)
- Qualified, NOT offered, and NOT attending - 1,714 (6%)

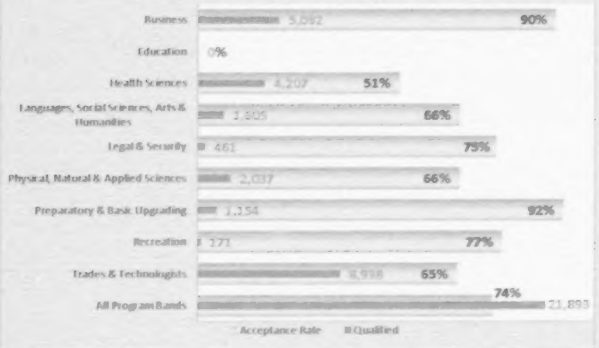
Source: ASI Institutional Submissions

May 2013

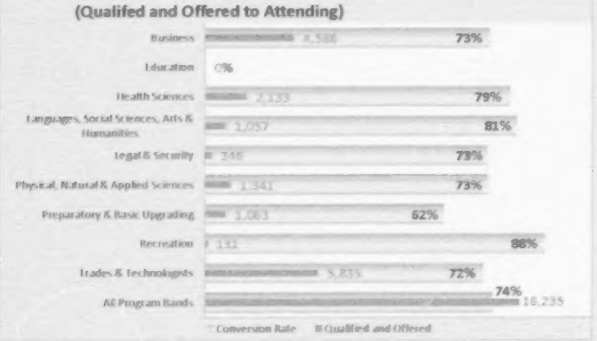
B5. Application Data - Sector Summaries

- FALL 2012 ASI - POLYTECHNICAL SECTOR SUMMARY SHEET -

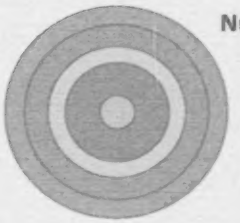
Acceptance Rate by Program Band
(Qualifed to Offered)


Business 5,092 90%
Education 0%
Health Sciences 4,207 51%
Languages, Social Sciences, Arts & Humanities 1,805 66%
Legal & Security 461 75%
Physical, Natural & Applied Sciences 2,037 66%
Preparatory & Basic Upgrading 1,154 92%
Recreation 171 77%
Trades & Technologists 8,998 65%
All Program Bands 74% 21,893
Acceptance Rate
Qualified

Conversion Rate by Program Band
(Qualifed and Offered to Attending)


Business 4,586 73%
Education 0%
Health Sciences 2,133 79%
Languages, Social Sciences, Arts & Humanities 1,057 81%
Legal & Security 346 73%
Physical, Natural & Applied Sciences 1,341 73%
Preparatory & Basic Upgrading 1,063 62%
Recreation 131 88%
Trades & Technologists 5,835 72%
All Program Bands 74% 16,235
Conversion Rate
Qualified and Offered

Metric	Change From Last year
Total Applicants	1,367
Total Qualified	594
Qualified and offered	156
Qualified and NOT offered for any	438



Number of ALBERTA ONLY Applicants

- Total Applicants - 27,949
- Total Qualified - 19,020 (81%)
- Qualified and offered - 14,270 (62%)
- Qualified, offered, and attending application program - 10,764 (47%)
- Qualified, NOT offered, and NOT attending - 5,735 (16%)

Application Data for Fall 2012	
27,881	Applications met minimum academic requirements (74% of total applications)
4,695	Applications did NOT meet minimum academic requirements (12% of total applications)
5,194	Applications were not processed (due to quotas met, incomplete information, etc)
37,770	**Total Applications were reported in Fall 2012**

Applicant Activity Patterns	
58%	of applicants for sector only apply to one program at one institution
42%	of applicants for sector applied to more than one program and/or institution in the system

Number of Applicants (ALL)

- Total Applicants - 27,125
- Total Qualified - 21,893 (81%)
- Qualified and offered - 16,235 (60%)
- Qualified, offered, and attending application program - 12,051 (44%)
- Qualified, NOT offered, and NOT attending - 4,582 (17%)

Source: ASI Institutional Submissions

May 2013

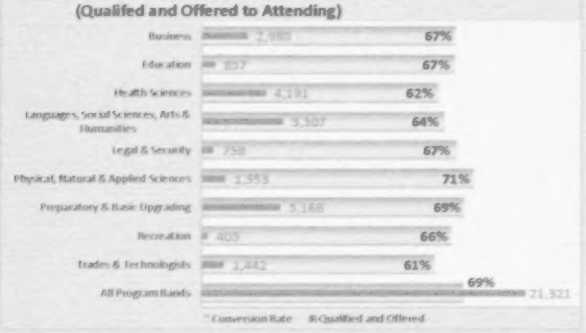
B5. Application Data - Sector Summaries

- FALL 2012 ASI - COMPREHENSIVE COMMUNITY SECTOR SUMMARY SHEET -

Acceptance Rate by Program Band
(Qualifed to Offered)

Business 3,054 98%
Education 857 100%
Health Sciences 5,258 80%
Languages, Social Sciences, Arts & Humanities 5,482 97%
Legal & Security 853 89%
Physical, Natural & Applied Sciences 1,690 92%
Preparatory & Basic Upgrading 5,608 92%
Recreation 424 96%
Trades & Technologists 1,423 89%
All Program Bands 92% 23,237
Acceptance Rate
Qualified

Conversion Rate by Program Band
(Qualifed and Offered to Attending)


Business 2,980 67%
Education 807 67%
Health Sciences 4,191 62%
Languages, Social Sciences, Arts & Humanities 5,507 64%
Legal & Security 758 67%
Physical, Natural & Applied Sciences 1,953 71%
Preparatory & Basic Upgrading 5,168 69%
Recreation 405 66%
Trades & Technologists 1,442 61%
All Program Bands 69% 21,321
Conversion Rate
Qualified and Offered

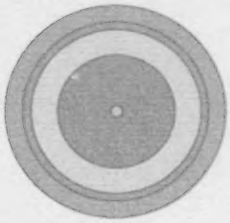
Metric	Change From Last year
Total Applicants	(801)
Total Qualified	(897)
Qualified and offered	(1,301)
Qualified and NOT offered for any	604

Number of ALBERTA ONLY Applicants

- Total Applicants - 23,863
- Total Qualified - 19,855 (85%)
- Qualified and offered - 18,262 (78%)
- Qualified, offered, and attending application program - 12,980 (56%)
- Qualified, NOT offered, and NOT attending - 1,380 (6%)

Application Data for Fall 2012	
26,295	Applications met minimum academic requirements (80% of total applications)
3,413	Applications did NOT meet minimum academic requirements (10% of total applications)
3,132	Applications were not processed (due to quotas met, incomplete information, etc)
32,840	**Total Applications were reported in Fall 2012**

Applicant Activity Patterns	
72%	of applicants for sector only apply to one program at one institution
28%	of applicants for sector applied to more than one program and/or institution in the system



Number of Applicants (ALL)

- Total Applicants - 27,664
- Total Qualified - 23,237 (84%)
- Qualified and offered - 21,321 (77%)
- Qualified, offered, and attending application program - 14,715 (53%)
- Qualified, NOT offered, and NOT attending - 1,654 (6%)

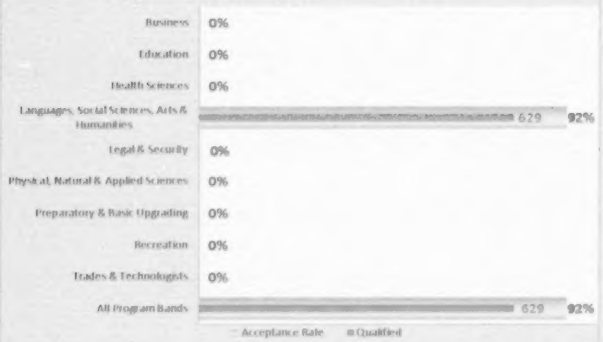
Source: ASI Institutional Submissions

May 2013

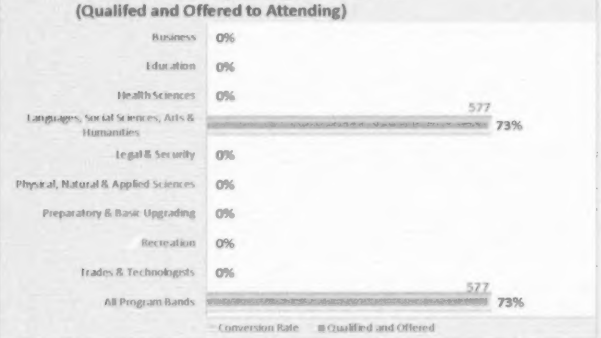
B5. Application Data - Sector Summaries

- FALL 2012 ASI - SPECIALIZED ARTS AND CULTURE SECTOR SUMMARY SHEET -

Acceptance Rate by Program Band
(Qualifed to Offered)

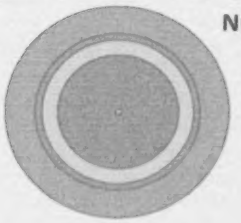


Conversion Rate by Program Band
(Qualifed and Offered to Attending)



Metric	Change From Last year
Total Applicants	(3)
Total Qualified	47
Qualified and offered	15
Qualified and NOT offered for any	32

Number of ALBERTA ONLY Applicants



- Total Applicants - 626
- Total Qualified - 462 (74%)
- Qualified and offered - 426 (68%)
- Qualified, offered, and attending application program - 339 (54%)
- Qualified, NOT offered, and NOT attending - 20 (3%)

Application Data for Fall 2012	
630	Applications met minimum academic requirements (75% of total applications)
125	Applications did NOT meet minimum academic requirements (15% of total applications)
88	Applications were not processed (due to quotas met, incomplete information, etc)
843	**Total Applications were reported in Fall 2012**

Applicant Activity Patterns	
74%	of applicants to institution only submitted one application to the system
26%	of applicants to institution applied to more than one program and/or institution in the system

Number of Applicants (ALL)

- Total Applicants - 839
- Total Qualified - 629 (75%)
- Qualified and offered - 577 (69%)
- Qualified, offered, and attending application program - 421 (50%)
- Qualified, NOT offered, and NOT attending - 32 (4%)

Source: ASI Institutional Submissions

May 2013

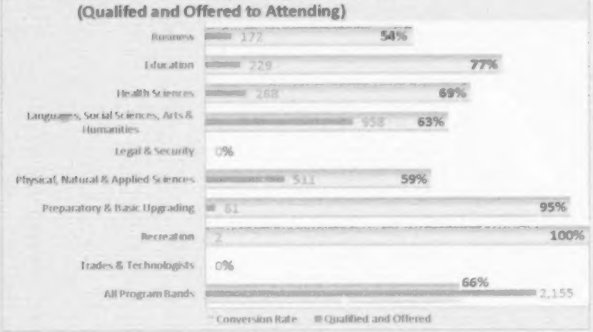
B5. Application Data - Sector Summaries

- FALL 2012 ASI - INDEPENDENT ACADEMIC SECTOR SUMMARY SHEET -

Acceptance Rate by Program Band
(Qualifed to Offered)

Business 173 99%
Education 230 100%
Health Sciences 271 99%
Languages, Social Sciences, Arts & Humanities 950 100%
Legal & Security 0%
Physical, Natural & Applied Sciences 513 100%
Preparatory & Basic Upgrading 61 100%
Recreation 2 100%
Trades & Technologists 0%
All Program Bands 100% 2,163
Acceptance Rate
Qualified

Conversion Rate by Program Band
(Qualifed and Offered to Attending)


Business 172 54%
Education 229 77%
Health Sciences 268 69%
Languages, Social Sciences, Arts & Humanities 958 63%
Legal & Security 0%
Physical, Natural & Applied Sciences 511 59%
Preparatory & Basic Upgrading 61 95%
Recreation 2 100%
Trades & Technologists 0%
All Program Bands 66% 2,155
Conversion Rate
Qualified and Offered

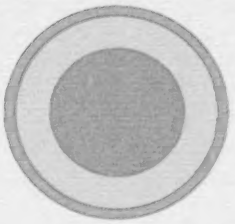
Metric	Change From Last year
Total Applicants	(379)
Total Qualified	(219)
Qualified and offered	(193)
Qualified and NOT offered for any	(26)

Number of ALBERTA ONLY Applicants

- Total Applicants - 1,870
- Total Qualified - 1,719 (91%)
- Qualified and offered - 1,711 (92%)
- Qualified, offered, and attending application program - 1,199 (64%)
- Qualified, NOT offered, and NOT attending - 5 (0%)

Application Data for Fall 2012	
2,258	Applications met minimum academic requirements (86% of total applications)
80	Applications did NOT meet minimum academic requirements (3% of total applications)
301	Applications were not processed (due to quotas met, incomplete information, etc)
2,639	Total Applications were reported in Fall 2012

Applicant Activity Patterns	
54%	of applicants for sector only apply to one program at one institution
46%	of applicants for sector applied to more than one program and/or institution in the system



Number of Applicants (ALL)

- Total Applicants - 2,363
- Total Qualified - 2,163 (92%)
- Qualified and offered - 2,155 (91%)
- Qualified, offered, and attending application program - 1,422 (60%)
- Qualified, NOT offered, and NOT attending - 7 (0%)

Source: ASI Institutional Submissions

May 2013

B6. Historical Enrolment (FLE)

Institution	2007–08	2008–09	2009–10	2010–11	2011–12
Athabasca University	7,193.3	7,525.9	7,701.3	7,892.1	7,874.8
University of Alberta[1]	32,683.9	32,844.0	33,886.1	34,553.7	34,588.8
University of Calgary	23,654.3	24,383.6	26,024.8	26,859.3	27,721.8
University of Lethbridge, The	6,937.6	6,688.7	6,911.1	7,049.7	6,893.6
Comprehensive Academic and Research Institutions	70,469.1	71,442.3	74,523.3	76,354.8	77,079.0
Grant MacEwan University[2]	10,204.7	10,220.9	11,156.7	11,742.4	11,465.2
Mount Royal University[2]	7,877.3	8,956.0	9,670.6	9,994.1	10,030.1
Baccalaureate and Applied Studies Institutions	18,082.0	19,176.9	20,827.3	21,736.5	21,495.2
Northern Alberta Institute of Technology	12,979.7	13,582.9	13,185.6	13,493.5	13,077.7
Southern Alberta Institute of Technology	11,609.6	11,818.4	11,645.8	11,860.8	11,987.2
Polytechnical Institutions	24,589.3	25,401.3	24,831.4	25,354.3	25,064.9
Bow Valley College	3,590.6	3,825.0	4,463.8	4,492.5	4,825.3
Grande Prairie Regional College	1,251.1	1,289.8	2,069.3	2,013.8	1,929.1
Keyano College	1,290.2	1,212.4	1,353.1	1,414.7	1,331.3
Lakeland College	1,928.0	2,051.1	2,098.8	2,249.8	2,215.9
Lethbridge College	3,669.1	3,815.2	4,123.3	3,972.4	4,177.2
Medicine Hat College	2,347.1	2,312.6	2,537.4	2,547.5	2,482.1
NorQuest College	4,365.2	5,084.4	5,680.7	4,515.2	4,086.0
Northern Lakes College	860.4	1,020.2	1,059.6	1,088.1	1,128.1
Olds College	1,274.9	1,270.9	1,294.5	1,258.2	1,285.7
Portage College	910.8	979.6	1,099.3	989.9	1,005.7
Red Deer College	3,653.2	3,730.2	4,001.6	3,940.9	3,628.2
Comprehensive Community Institutions	25,140.8	26,591.6	29,781.2	28,483.0	28,094.7
Ambrose University College[3]	316.8	303.4	345.8	370.6	417.1
Canadian University College	287.0	284.7	333.0	404.9	452.2
Concordia University College of Alberta	1,424.2	1,297.8	1,336.8	1,301.3	1,241.8
King's University College, The	472.4	504.3	560.1	557.5	549.3
St. Mary's University College	347.4	337.2	378.5	404.0	442.4
Taylor University College and Seminary[4]	128.6	115.3	n/a	n/a	n/a
Independent Academic Institutions	2,976.4	2,842.8	2,954.1	3,043.3	3,102.7
Alberta College of Art and Design	971.9	985.0	999.2	1,003.4	996.0
The Banff Centre[5]	340.7	369.1	545.4	552.7	543.3
Specialized Arts and Culture Institutions	1,312.6	1,354.1	1,544.6	1,556.1	1,539.3
TOTAL	142,570.1	146,808.9	154,461.9	156,527.9	156,375.8

Notes:

1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.

2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.

4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs,
meaning no enrolments will be reported as of 2009-10.

5. The factors used for calculating the FLE enrolments at The Banff Centre were reviewed and adjusted for the 2009-10 academic year forward. This adjustment resulted in a significantly higher FLE in 2009-10, independent of enrolments (see headcount information on attached table)

B6. Historical Enrolment (FLE) - Additional Notes

- Full Time students are those students that were enrolled as a full-time student (at least 60% of full course load) in at least one session in the academic year.
- Part Time students are those students that were enrolled ONLY as part-time students (less than 60% of full course load) in all sessions attended for the academic year.
- All enrolments for The Banff Centre are considered to be full-time students.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

Appendix B: Data Tables

B7. Historical Enrolment (Headcount)

	2007–08	2008–09	2009–10	2010–11	2011–12
Athabasca University	37,876	38,543	38,333	38,937	39,284
University of Alberta[1]	40,364	40,245	41,331	41,988	42,344
University of Calgary	30,510	30,761	32,533	33,230	34,144
University of Lethbridge, The	9,232	8,771	9,108	9,306	9,340
Comprehensive Academic and Research Institutions	115,272	116,287	119,217	121,208	122,825
Grant MacEwan University[2]	16,833	17,671	18,379	19,143	18,861
Mount Royal University[2]	12,674	15,187	16,121	15,967	15,612
Baccalaureate and Applied Studies Institutions	29,484	32,836	34,482	35,082	34,460
Northern Alberta Institute of Technology	28,345	29,455	27,545	27,871	26,570
Southern Alberta Institute of Technology	28,655	28,632	26,427	25,600	25,844
Polytechnical Institutions	56,911	58,005	53,904	53,402	52,363
Bow Valley College	8,111	8,228	8,599	8,830	9,583
Grande Prairie Regional College	2,298	2,249	3,965	3,800	3,822
Keyano College	2,537	2,658	2,866	2,932	2,869
Lakeland College	8,067	7,713	7,386	7,925	7,396
Lethbridge College	6,311	6,434	6,617	6,512	6,503
Medicine Hat College	5,570	5,255	5,250	5,408	5,425
NorQuest College	6,692	7,408	8,398	7,444	6,819
Northern Lakes College	1,565	1,734	1,709	1,752	1,933
Olds College	3,127	2,761	2,464	2,428	2,465
Portage College	2,773	3,062	2,974	3,585	3,360
Red Deer College	7,059	7,269	7,300	7,031	6,595
Comprehensive Community Institutions	53,247	53,904	56,721	56,758	55,977
Ambrose University College[3]	505	477	575	581	624
Canadian University College	426	440	476	567	613
Concordia University College of Alberta	1,949	1,787	1,878	1,774	1,677
King's University College, The	650	678	731	717	713
St. Mary's University College	556	509	572	627	655
Taylor University College and Seminary[4]	203	158	n/a	n/a	n/a
Independent Academic Institutions	4,270	4,034	4,216	4,258	4,273
Alberta College of Art and Design	1,316	1,324	1,319	1,314	1,323
Specialized Arts and Culture Institutions	1,316	1,324	1,319	1,314	1,323
The Banff Centre[5]	3,782	4,097	3,354	3,724	3,335
TOTAL	257,655	264,291	267,373	269,993	268,781

Notes:
1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs,
meaning no enrolments will be reported as of 2009-10.
5. This sector does not include The Banff Centre, as The Banff Centre does not report through LERS. Data for enrolments at The Banff Centre are listed separately at the bottom of the table.
6. The factors used for calculating the FLE enrolments at The Banff Centre were reviewed and adjusted for the 2009-10 academic year forward. This adjustment resulted in a significantly higher FLE in 2009-10, independent of enrolments.
The headcounts reported above are true headcounts, where students are counted once for each institution / academic year.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B8. Historical Aboriginal Enrolment (Headcount)

	2007-08		2008-09		2009-10		2010-11		2011-12	
	Aboriginal enrolment	% of total enrolment	Aboriginal enrolment	% of total enrolment	Aboriginal enrolment	% of total enrolment	Aboriginal enrolment	% of total enrolment	Aboriginal enrolment	% of total enrolment
Athabasca University	906	2.4%	991	2.6%	931	2.4%	1,017	2.6%	1,080	2.7%
University of Alberta[1]	1,118	2.8%	1,197	3.0%	816	2.0%	1,131	2.7%	1,154	2.7%
University of Calgary	358	1.2%	433	1.4%	508	1.6%	582	1.8%	638	1.9%
University of Lethbridge, The	483	5.2%	443	5.1%	450	4.9%	469	5.0%	465	5.0%
Comprehensive Academic and Research Institutions	2,822	2.4%	3,027	2.6%	2,668	2.2%	3,152	2.6%	3,284	2.7%
Grant MacEwan University[2]	400	2.4%	561	3.2%	680	3.7%	666	3.5%	734	3.9%
Mount Royal University[2]	376	3.0%	457	3.0%	504	3.1%	556	3.5%	543	3.5%
Baccalaureate and Applied Studies Institutions	776	2.6%	1,018	3.1%	1,184	3.4%	1,221	3.5%	1,276	3.7%
Northern Alberta Institute of Technology	147	0.5%	195	0.7%	203	0.7%	729	2.6%	791	3.0%
Southern Alberta Institute of Technology	115	0.4%	100	0.3%	141	0.5%	332	1.3%	402	1.6%
Polytechnical Institutions	262	0.5%	295	0.5%	344	0.6%	1,060	2.0%	1,193	2.3%
Bow Valley College	116	1.4%	148	1.8%	9	0.1%	253	2.9%	313	3.3%
Grande Prairie Regional College	277	12.1%	304	13.5%	492	12.4%	493	13.0%	468	12.2%
Keyano College	369	14.5%	312	11.7%	377	13.2%	400	13.6%	339	11.8%
Lakeland College	177	2.2%	273	3.5%	242	3.3%	360	4.5%	300	4.1%
Lethbridge College	349	5.5%	326	5.1%	308	4.7%	328	5.0%	387	6.0%
Medicine Hat College	131	2.4%	28	0.5%	19	0.4%	17	0.3%	18	0.3%
NorQuest College	656	9.8%	796	10.7%	729	8.7%	665	8.9%	624	9.2%
Northern Lakes College	660	42.2%	730	42.1%	757	44.3%	811	46.3%	702	36.3%
Olds College	33	1.1%	71	2.6%	37	1.5%	51	2.1%	49	2.0%
Portage College	782	28.2%	940	30.7%	957	32.2%	867	24.2%	961	28.6%
Red Deer College	103	1.5%	104	1.4%	114	1.6%	179	2.5%	202	3.1%
Comprehensive Community Institutions	3,613	6.8%	3,989	7.4%	3,990	7.0%	4,374	7.7%	4,317	7.7%
Ambrose University College[3]	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Canadian University College	7	1.6%	10	2.3%	11	2.3%	12	2.1%	10	1.6%
Concordia University College of Alberta	71	3.6%	64	3.6%	80	4.3%	90	5.1%	92	5.5%
King's University College, The	9	1.4%	14	2.1%	18	2.5%	15	2.1%	13	1.8%
St. Mary's University College	-	0.0%	-	0.0%	-	0.0%	6	1.0%	-	0.0%
Taylor University College and Seminary[4]	-	0.0%	-	0.0%	n/a	n/a	n/a	n/a	n/a	n/a
Independent Academic Institutions	90	2.1%	88	2.2%	109	2.6%	123	2.9%	118	2.8%
Alberta College of Art and Design	29	2.2%	34	2.6%	45	3.4%	50	3.8%	52	3.9%
Specialized Arts and Culture Institutions	29	2.2%	34	2.6%	45	3.4%	50	3.8%	52	3.9%
All Institutions	7,511	3.0%	8,355	3.2%	8,254	3.1%	9,885	3.7%	10,099	3.8%

Notes:
1. The University of Alberta assumed responsibility for Augustana University College in July 2004. Augustana continued to report separately until the 2006-07 academic year. For consistency purposes, the Augustana values are included with the University of Alberta for 2004-05 and on.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. In May 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009-10.
- Table does NOT include The Banff Centre, as they do not submit their enrolment information via LERS. - Values less than 5 are suppressed to "0".
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B9. Historical Visa Student Enrolment (Headcount)

	2007-08		2008-09		2009-10		2010-11		2011-12	
	Visa enrolment	% of total enrolment	Visa enrolment	% of total enrolment	Visa enrolment	% of total enrolment	Visa enrolment	% of total enrolment	Visa enrolment	% of total enrolment
University of Alberta[1]	3,359	8.3%	3,794	9.4%	4,440	10.7%	5,050	12.0%	5,801	13.7%
University of Calgary	1,999	6.6%	2,328	7.6%	2,677	8.2%	2,545	7.7%	2,675	7.8%
University of Lethbridge, The	706	7.6%	584	6.7%	563	6.2%	547	5.9%	571	6.1%
Comprehensive Academic and Research Institutions	6,051	7.6%	6,701	8.4%	7,675	9.3%	8,131	9.6%	9,037	10.6%
Grant MacEwan University[2]	369	2.2%	642	3.6%	727	4.0%	894	4.7%	963	5.1%
Mount Royal University[2]	352	2.8%	939	6.2%	830	5.1%	763	4.8%	912	5.8%
Baccalaureate and Applied Studies Institutions	721	2.4%	1,581	4.8%	1,557	4.5%	1,657	4.7%	1,874	5.4%
Northern Alberta Institute of Technology	1,108	3.9%	1,142	3.9%	1,016	3.7%	1,154	4.1%	1,143	4.3%
Southern Alberta Institute of Technology	584	2.0%	761	2.7%	787	3.0%	766	3.0%	1,045	4.0%
Polytechnical Institutions	1,689	3.0%	1,902	3.3%	1,803	3.3%	1,917	3.6%	2,188	4.2%
Bow Valley College	410	5.1%	397	4.8%	384	4.5%	406	4.6%	461	4.8%
Grande Prairie Regional College	47	2.0%	58	2.6%	61	1.5%	45	1.2%	47	1.2%
Keyano College	25	1.0%	23	0.9%	41	1.4%	49	1.7%	46	1.6%
Lakeland College	4	0.0%	6	0.1%	5	0.1%	6	0.1%	21	0.3%
Lethbridge College	217	3.4%	197	3.1%	236	3.6%	322	4.9%	518	8.0%
Medicine Hat College	197	3.5%	207	3.9%	198	3.8%	269	5.0%	344	6.3%
NorQuest College	112	1.7%	495	6.7%	395	4.7%	88	1.2%	84	1.2%
Northern Lakes College	3	0.2%	2	0.1%	1	0.1%	2	0.1%	4	0.2%
Olds College	104	3.3%	75	2.7%	54	2.2%	53	2.2%	31	1.3%
Portage College	3	0.1%	4	0.1%	17	0.6%	4	0.1%	8	0.2%
Red Deer College	61	0.9%	55	0.8%	46	0.6%	57	0.8%	66	1.0%
Comprehensive Community Institutions	1,177	2.2%	1,514	2.8%	1,431	2.5%	1,296	2.3%	1,619	2.9%
Ambrose University College[3]	10	2.0%	17	3.6%	5	0.9%	20	3.4%	11	1.8%
Canadian University College	75	17.6%	76	17.3%	70	14.7%	63	11.1%	64	10.4%
Concordia University College of Alberta	52	2.7%	49	2.7%	59	3.1%	56	3.2%	54	3.2%
King's University College, The	41	6.3%	44	6.5%	45	6.2%	46	6.4%	43	6.0%
St. Mary's University College	11	2.0%	5	1.0%	11	1.9%	13	2.1%	22	3.4%
Taylor University College and Seminary[4]	2	1.0%	12	7.6%	n/a	n/a	n/a	n/a	n/a	n/a
Independent Academic Institutions	190	4.4%	203	5.0%	189	4.5%	198	4.7%	194	4.5%
Alberta College of Art and Design	80	6.1%	72	5.4%	69	5.2%	70	5.3%	63	4.8%
Specialized Arts and Culture Institutions[5]	80	6.1%	72	5.4%	69	5.2%	70	5.3%	63	4.8%
All Institutions (Excluding AU)	9,804	4.4%	11,840	5.2%	12,614	5.5%	13,143	5.7%	14,832	6.4%

Notes:

1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.

2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.

3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.

4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009-10.

5. This sector does not include The Banff Centre, as The Banff Centre does not report through LERS.

- Values listed in the above table represent the number of Unique Students at the level you are looking at, and therefore summing up corresponding rows may lead to an over-inflated value.

- Athabasca University is not a campus-based institution, and therefore Athabasca University enrolments have NOT been included in the above tables, as international students tend not to be visa students. As students study at a distance, international students would not need a visa to study at Athabasca University.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B10. Top Enrolment Programs - Visa and Non-Visa, 2010-11

Visa students	FLEs	Non-visa students	FLEs
General Studies	1,245.3	General Studies	10,739.7
Business Administration and Management, General	1,110.0	Business Administration and Management, General	6,175.3
Economics, General	660.2	Nursing/Registered Nurse (RN, ASN, B.Sc.N.,M.S.N.)	6,062.7
Second Language Learning (not for credit)	482.4	Biology/Biological Sciences, General	4,388.5
Civil Engineering, General	381.5	Accounting	3,605.4
Electrical, Electronics and Communications Engineering	374.3	Psychology, General	3,591.8
Accounting	346.0	College/University Preparatory and Advanced High School/Secondary Diploma Program	3,327.8
Computer Science	295.5	Business/Commerce, General	3,197.2
Engineering, General	259.1	Elementary Education and Teaching	2,724.0
Chemistry, General	254.8	Second Language Learning (not for credit)	2,544.5
Biology/Biological Sciences, General	251.2	Licensed Practical/Vocational Nurse Training (L.P.N., L.V.N., Cert., Dipl, A.A.S.)	2,298.6
Chemical Engineering	239.3	Engineering, General	1,909.8
Mechanical Engineering	234.1	Electrician	1,818.5
Business/Commerce, General	215.1	English Language and Literature, General	1,726.4
Materials Engineering	200.6	Kinesiology and Exercise Science	1,479.2
Finance, General	177.8	Medicine (M.D.)	1,477.9
Medical Residency Programs, Other	172.9	Mechanical Engineering	1,387.2
Agriculture, General	163.6	Social Work	1,327.1
Geology/Earth Science, General	130.3	Regular/General High School/Secondary Diploma Program	1,196.5
Medical Scientist (M.Sc., Ph.D.)	127.1	Civil Engineering, General	1,172.3
Licensed Practical/Vocational Nurse Training (L.P.N., L.V.N., Cert., Dipl, A.A.S.)	118.8	Sociology	1,168.8
Psychology, General	117.0	Health and Physical Education, General	1,138.9
Nursing/Registered Nurse (RN, ASN, B.Sc.N., M.S.N.)	104.1	Political Science and Government, General	1,119.1
Mathematical Statistics and Probability	101.8	Stationary Energy Sources Installer and Operator	1,107.8
Physics, General	100.2	History, General	1,084.7

Notes: Programs are listed by six-digit CIP code. Table does not include data from the Banff Centre or Athabasca University.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B11. Enrolment by Program Band and Credential - Visa

2011-12	Certificate	Certificate - Journeyman (Apprenticeship)	Certificate - Post-Basic	Certificate - Post-Degree	Degree - Applied	Degree - Bachelor	Degree - Doctoral	Degree - Master	Diploma	Diploma - Post-Basic	Diploma - Post-Degree	No Credential / Not Applicable	University Transfer	All credentials
Business	1,410.2	11.5	6.2	0.0	1,020.7	9,496.6	97.9	834.1	7,411.8	38.8	0.1	0.0	249.3	20,577.5
	48.9	0.0	0.0	0.0	56.7	797.8	32.7	125.0	1,155.7	3.8	0.0	0.0	12.0	2,232.6
Education	286.6	0.0	0.0	0.0	0.0	5,027.5	387.5	843.1	184.8	0.0	15.2	0.0	626.3	7,371.0
	4.6	0.0	0.0	0.0	0.0	34.3	30.8	30.0	7.0	0.0	4.0	0.0	1.4	112.1
Health Sciences	2,477.3	0.0	265.6	1,205.3	78.6	11,123.5	696.2	2,032.3	5,631.0	0.0	20.3	246.3	1,209.0	24,985.5
	19.4	0.0	23.7	172.9	3.6	169.0	157.8	165.8	174.6	0.0	0.8	22.1	14.4	923.9
Languages, Social Sciences, Arts and Humanities	751.1	0.0	17.1	0.0	728.1	21,328.8	744.3	1,278.1	4,461.1	0.0	1.3	4,737.5	1,209.9	35,257.1
	40.1	0.0	0.0	0.0	24.3	1,549.9	210.0	195.4	394.1	0.0	0.0	460.6	18.2	2,892.5
Legal and Security	188.9	0.0	9.2	3.6	103.5	1,083.2	8.0	33.7	1,536.2	0.0	0.0	182.9	20.7	3,169.9
	0.0	0.0	0.0	0.0	0.0	13.0	3.0	9.4	27.2	0.0	0.0	0.0	0.0	52.5
Physical, Natural and Applied Sciences	377.4	81.2	9.7	0.0	451.7	18,292.4	2,791.1	3,190.7	2,577.1	0.0	1.1	147.5	563.4	28,483.3
	14.5	0.0	0.0	0.0	34.9	1,278.2	1,375.5	1,268.0	71.8	0.0	0.6	0.4	31.8	4,075.7
Preparatory and Basic Upgrading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,796.3	0.0	9,796.3
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	562.0	0.0	562.0
Recreation	64.7	0.0	15.2	0.0	241.8	2,092.2	81.5	98.7	384.3	0.0	0.0	7.9	412.6	3,398.9
	0.9	0.0	0.0	0.0	6.3	17.0	29.8	6.0	2.6	0.0	0.0	0.0	2.4	65.0
Trades and Technology	2,648.6	6,788.1	0.0	0.0	165.5	138.9	0.0	0.0	5,023.7	0.0	0.0	153.4	0.0	14,918.1
	46.7	0.0	0.0	0.0	45.6	10.3	0.0	0.0	369.4	0.0	0.0	3.6	0.0	475.6
All program bands	8,204.9	6,880.8	323.1	1,208.9	2,789.9	68,583.0	4,806.5	8,310.7	27,210.1	38.8	38.0	15,271.8	4,291.2	147,957.7
	175.1	0.0	23.7	172.9	171.3	3,869.5	1,839.6	1,799.5	2,202.2	3.8	5.4	1,048.7	80.0	11,391.9

Notes: Table does not include the Banff Centre or Athabasca University.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

Non-Visa FLEs Visa FLEs

B12. Enrolment by Program Band and Credential - Aboriginal

2011-12	Certificate	Certificate - Journeyman (Apprenticeship)	Certificate - Post-Basic	Certificate - Post-Degree	Degree - Applied	Degree - Bachelor	Degree - Doctoral	Degree - Master	Diploma	Diploma - Post-Basic	Diploma - Post-Degree	No Credential / Not Applicable	University Transfer	All credentials
Business	1,482.8	11.5	6.2	0.0	1,020.7	10,048.8	117.1	1,161.1	7,411.8	38.8	80.6	0.0	249.3	21,628.8
	144.3	0.0	0.0	0.0	13.9	194.0	0.0	15.1	229.1	0.1	3.0	0.0	8.0	607.6
Education	286.6	0.0	0.0	8.8	0.0	5,027.5	414.0	944.0	184.8	6.4	27.7	0.0	626.3	7,526.2
	33.3	0.0	0.0	0.0	0.0	195.3	30.2	46.9	9.3	0.0	1.4	0.0	29.5	345.8
Health Sciences	2,477.9	0.0	265.6	1,251.0	78.6	11,656.9	696.2	2,731.0	5,631.0	0.0	21.3	246.3	1,209.0	26,264.9
	138.0	0.0	4.6	4.0	0.0	304.8	7.7	36.4	162.4	0.0	0.2	2.2	38.0	698.3
Languages, Social Sciences, Arts and Humanities	767.4	0.0	17.1	0.0	728.1	21,743.0	744.3	1,461.8	4,465.1	0.0	1.3	9,203.5	1,209.9	40,341.3
	125.0	0.0	0.7	0.0	14.5	692.6	12.0	40.5	282.5	0.0	0.0	406.4	87.6	1,661.7
Legal and Security	188.9	0.0	9.2	3.6	103.5	1,156.0	8.0	33.7	1,536.2	0.0	5.3	182.9	20.7	3,248.1
	25.5	0.0	0.2	0.3	8.8	36.7	0.0	0.0	76.3	0.0	0.2	0.5	0.0	148.5
Physical, Natural and Applied Sciences	387.2	81.2	9.7	0.0	451.7	18,427.5	2,791.1	3,265.2	2,577.1	0.0	8.4	147.5	563.4	28,709.9
	15.2	0.5	0.0	0.0	12.4	278.0	7.0	33.0	77.0	0.0	0.5	0.1	8.8	432.5
Preparatory and Basic Upgrading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,796.3	0.0	9,796.3
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,329.1	0.0	1,329.1
Recreation	64.7	0.0	15.2	0.0	241.8	2,092.2	81.5	98.7	384.3	0.0	0.0	7.9	412.6	3,398.9
	4.7	0.0	2.0	0.0	5.9	70.2	1.0	1.0	15.9	0.0	0.0	0.0	12.0	112.9
Trades and Technology	2,648.6	6,788.1	0.0	0.0	165.5	138.9	0.0	0.0	5,023.7	0.0	0.0	153.4	0.0	14,918.1
	167.5	236.9	0.0	0.0	0.1	3.0	0.0	0.0	128.8	0.0	0.0	2.4	0.0	538.6
All program bands	8,304.2	6,880.8	323.1	1,263.5	2,789.9	70,290.6	4,852.1	9,695.5	27,214.1	45.2	144.6	19,737.7	4,291.2	155,832.5
	653.6	237.3	7.5	4.4	55.5	1,774.7	57.9	172.8	981.5	0.1	5.2	1,740.7	183.9	5,875.0

Notes: Table does not include the Banff Centre or Athabasca University.

Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

Non-Aboriginal FLEs | Aboriginal FLEs

B13. Students with Disabilities Seeking Supports

	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students seeking supports	% seeking supports	Students seeking supports	% seeking supports	Students seeking supports	% seeking supports	Students seeking supports	% seeking supports	Students seeking supports	% seeking supports
Athabasca University	1,215	3.2%	1,597	4.1%	1,868	4.9%	1,509	3.9%	1,286	3.3%
University of Alberta[1]	866	2.1%	920	2.3%	972	2.4%	846	2.0%	845	2.0%
University of Calgary	610	2.0%	812	2.6%	900	2.8%	1,052	3.2%	1,166	3.4%
University of Lethbridge, The	261	2.8%	233	2.7%	284	3.1%	348	3.7%	409	4.4%
Comprehensive Academic and Research Institutions	2,952	2.6%	3,562	3.1%	4,024	3.4%	3,755	3.1%	3,706	3.0%
Grant MacEwan University[2]	408	2.4%	444	2.5%	496	2.7%	583	3.0%	591	3.1%
Mount Royal University[2]	639	5.0%	650	4.3%	790	4.9%	695	4.4%	669	4.3%
Baccalaureate and Applied Studies Institutions	1,047	3.6%	1,094	3.3%	1,286	3.7%	1,278	3.6%	1,260	3.7%
Northern Alberta Institute of Technology	414	1.5%	538	1.8%	670	2.4%	969	3.5%	982	3.7%
Southern Alberta Institute of Technology	468	1.6%	630	2.2%	695	2.6%	643	2.5%	596	2.3%
Polytechnical Institutions	882	1.5%	1,168	2.0%	1,365	2.5%	1,612	3.0%	1,578	3.0%
Bow Valley College	397	4.9%	397	4.8%	461	5.4%	495	5.6%	470	4.9%
Grande Prairie Regional College	21	0.9%	25	1.1%	80	2.0%	70	1.8%	75	2.0%
Keyano College	202	8.0%	193	7.3%	223	7.8%	210	7.2%	208	7.2%
Lakeland College	110	1.4%	140	1.8%	134	1.8%	183	2.3%	180	2.4%
Lethbridge College	122	1.9%	162	2.5%	185	2.8%	246	3.8%	192	3.0%
Medicine Hat College	130	2.3%	175	3.3%	283	5.4%	233	4.3%	314	5.8%
NorQuest College	442	6.6%	527	7.1%	596	7.1%	644	8.7%	541	7.9%
Northern Lakes College	14	0.9%	45	2.6%	51	3.0%	59	3.4%	43	2.2%
Olds College	60	1.9%	85	3.1%	69	2.8%	93	3.8%	130	5.3%
Portage College	122	4.4%	114	3.7%	147	4.9%	138	3.8%	109	3.2%
Red Deer College	201	2.8%	172	2.4%	300	4.1%	333	4.7%	293	4.4%
Comprehensive Community Institutions	1,821	3.4%	2,035	3.8%	2,529	4.5%	2,704	4.8%	2,555	4.6%
Ambrose University College[3]	n/a	n/a	n/a	n/a	n/a	n/a	116	19.9%	134	21.5%
Canadian University College	n/a	n/a	n/a	n/a	n/a	n/a	4	0.7%	14	2.3%
Concordia University College of Alberta	50	2.6%	n/a	n/a	57	3.0%	67	3.8%	80	4.8%
St. Mary's University College	22	4.0%	n/a	n/a	n/a	n/a	34	5.4%	35	5.3%
Taylor University College and Seminary[4]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
The King's University College	n/a	n/a	n/a	n/a	n/a	n/a	19	2.6%	20	2.8%
Independent Academic Institutions	72	1.7%	n/a	n/a	57	1.4%	240	5.6%	283	6.6%
Alberta College of Art and Design	116	8.8%	163	12.3%	162	12.3%	160	12.2%	163	12.3%
Banff Centre	n/a	n/a	n/a	n/a	n/a	n/a	29	0.7%	20	0.6%
Specialized Arts and Culture Institutions	116	2.3%	163	3.0%	162	3.5%	189	3.8%	183	3.9%
TOTAL	6,890	2.7%	8,022	3.0%	9,423	3.5%	9,778	3.6%	9,565	3.6%

Notes:
Data on disabled students relies on self-identification when applying for services. Data may underestimate the actual number of students with disabilities and should be considered preliminary.
1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009–10.
Source: Students with Disabilities – Post-secondary Institutions; Percentages – Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B14. Historical Graduates of Parchment Programs

	2007–08	2008–09	2009–10	2010–11	2011–12
Athabasca University	1,656	1,587	1,766	1,812	1,724
University of Alberta[1]	8,445	8,152	8,332	8,338	8,479
University of Calgary	5,789	5,659	5,981	6,279	6,188
University of Lethbridge, The	1,951	1,787	1,787	1,767	1,871
Comprehensive Academic and Research Institutions	17,742	17,184	17,853	18,194	18,261
Grant MacEwan University[2]	1,601	2,416	2,167	2,306	2,521
Mount Royal University[2]	905	1,080	1,096	1,452	1,527
Baccalaureate and Applied Studies Institutions	2,506	3,496	3,263	3,758	4,048
Northern Alberta Institute of Technology	3,720	3,886	4,118	3,855	4,098
Southern Alberta Institute of Technology	3,826	3,303	3,405	4,055	4,158
Polytechnical Institutions	7,546	7,188	7,523	7,910	8,255
Bow Valley College	555	689	886	964	1,100
Grande Prairie Regional College	189	201	361	429	423
Keyano College	399	302	448	364	359
Lakeland College	734	861	769	1,006	1,035
Lethbridge College	907	952	902	852	1,161
Medicine Hat College	363	313	311	400	426
NorQuest College	977	1,370	1,093	1,266	1,938
Northern Lakes College	171	251	259	326	407
Olds College	636	561	591	513	510
Portage College	256	304	342	402	384
Red Deer College	615	581	655	753	733
Comprehensive Community Institutions	5,799	6,384	6,614	7,271	8,471
Ambrose University College[3]	57	53	35	53	84
Canadian University College	61	62	59	66	54
Concordia University College of Alberta	352	339	331	349	296
King's University College, The	119	110	125	134	148
St. Mary's University College	37	44	72	82	79
Taylor University College and Seminary[4]	29	34	n/a	n/a	n/a
Independent Academic Institutions	655	642	622	684	661
Alberta College of Art and Design	209	193	190	191	215
Specialized Arts and Culture Institutions	209	193	190	191	215
TOTAL	34,428	35,038	36,029	37,968	39,866

Notes:
Values represent unique graduates; therefore, summing the rows will not equal the total listed.
1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009–10.
Data from Banff Centre is not available, as it does not report through LERS.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B15. Historical Parchments Awarded

	2007–08	2008–09	2009–10	2010–11	2011–12
Athabasca University	1,656	1,590	1,768	1,814	1,725
University of Alberta	8,580	8,240	8,433	8,410	8,487
University of Calgary	6,019	5,852	6,191	6,479	6,388
University of Lethbridge, The	2,134	1,960	1,932	1,917	2,035
Comprehensive Academic and Research Institutions	18,389	17,642	18,324	18,620	18,635
Grant MacEwan University[2]	1,602	2,428	2,186	2,333	2,537
Mount Royal University[2]	912	1,097	1,109	1,458	1,529
Baccalaureate and Applied Studies Institutions	2,514	3,525	3,295	3,791	4,066
Northern Alberta Institute of Technology	3,730	3,895	4,134	3,865	4,117
Southern Alberta Institute of Technology	3,831	3,307	3,408	4,076	4,160
Polytechnical Institutions	7,561	7,202	7,542	7,941	8,277
Bow Valley College	557	691	903	974	1,100
Grande Prairie Regional College	193	220	395	471	443
Keyano College	426	304	461	373	376
Lakeland College	743	866	774	1,011	1,041
Lethbridge College	910	954	905	853	1,161
Medicine Hat College	370	314	315	404	427
NorQuest College	977	1,370	1,094	1,267	1,944
Northern Lakes College	174	251	259	328	408
Olds College	637	561	591	513	510
Portage College	326	422	344	411	463
Red Deer College	626	588	659	760	736
Comprehensive Community Institutions	5,939	6,541	6,700	7,365	8,609
Ambrose University College[3]	57	53	35	53	84
Canadian University College	61	62	59	66	56
Concordia University College of Alberta	352	340	331	350	296
King's University College, The	119	110	125	134	148
St. Mary's University College	37	44	72	82	79
Taylor University College and Seminary[4]	29	34	n/a	n/a	n/a
Independent Academic Institutions	655	643	622	685	663
Alberta College of Art and Design	209	193	190	191	215
Specialized Arts and Culture Institutions	209	193	190	191	215
TOTAL	35,267	35,746	36,673	38,593	40,465

Notes:
Values represent unique graduates; therefore, summing the rows will not equal the total listed.
1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009–10.
Data from Banff Centre is not available, as it does not report through LERS.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B16. Historical Parchments Awarded - Aboriginal

	2007-08	2008-09	2009-10	2010-11	2011-12
University of Alberta[1]	221	219	168	228	196
University of Calgary	71	78	116	81	109
University of Lethbridge, The	77	80	62	67	94
Athabasca University	18	22	22	40	36
Comprehensive Academic and Research Institutions	387	399	368	416	435
Grant MacEwan University[2]	50	65	68	72	95
Mount Royal University[2]	21	39	32	50	50
Baccalaureate and Applied Studies Institutions	71	104	100	122	145
Northern Alberta Institute of Technology	32	46	42	68	88
Southern Alberta Institute of Technology	27	29	15	40	68
Polytechnical Institutions	59	75	57	108	156
Bow Valley College	3	12	0	19	27
Grande Prairie Regional College	18	23	48	51	47
Keyano College	94	45	86	58	38
Lakeland College	13	75	27	65	50
Lethbridge College	35	49	49	41	59
Medicine Hat College	21	2	2	2	1
NorQuest College	49	119	60	88	118
Northern Lakes College	47	73	67	99	115
Olds College	13	23	16	12	18
Portage College	108	211	108	87	118
Red Deer College	14	13	10	14	22
Comprehensive Community Institutions	415	645	473	536	613
Ambrose University College[3]	0	0	0	0	0
Canadian University College	0	0	0	2	0
Concordia University College of Alberta	8	7	4	8	2
St. Mary's University College	0	0	0	0	1
Taylor University College and Seminary[4]	0	0	n/a	n/a	n/a
The King's University College	0	1	3	4	4
Independent Academic Institutions	8	8	7	14	7
Alberta College of Art and Design	0	1	4	10	4
Specialized Arts and Culture Institutions	0	1	4	10	4
TOTAL	940	1232	1009	1206	1360

Notes:
Aboriginal students self-identify via a check box on post-secondary application forms. Data may underestimate the actual number of parchments awarded to Aboriginal graduates.
Values represent unique graduates, therefore, the sum of the rows will not equal the totals listed.
1. The University of Alberta assumed responsibility for Augustana University College on July 1, 2004. Augustana values have been included in the university count.
2. In September 2009 the Lieutenant Governor in Council changed the name of Grant MacEwan College and Mount Royal College to Grant MacEwan University and Mount Royal University.
3. On May 3, 2007, Alliance University College and Canadian Nazarene University College merged to become Ambrose University College.
4. As of June 30, 2009, Taylor University College and Seminary became Taylor College and Seminary and ceased offering undergraduate academic baccalaureate programs, meaning no enrolments will be reported as of 2009-10.
Data from Banff Centre is not available, as it does not report through LERS.
Source: Alberta Enterprise and Advanced Education, Learner and Enrolment Reporting System (LERS).

B17. Historical Student Financial Assistance Recipients

	2008–09	2009–10	2010–11	2011–12	2012–13
Comprehensive Academic and Research Institutions	14,999	17,453	19,738	18,503	20,222
Baccalaureate and Applied Studies Institutions	5,753	7,325	8,565	7,904	8,491
Polytechnical Institutions	4,151	4,951	5,676	5,573	6,215
Comprehensive Community Institutions	3,608	4,756	5,898	5,870	6,000
Independent Academic Institutions	955	1,096	1,220	1,187	1,261
Specialized Arts and Culture Institutions	292	347	378	371	373

Notes:
Total values listed in this table refer only to student financial assistance recipients at publically funded post-secondary institutions, and, as such, will not match figures of overall student financial assistance recipients reported elsewhere. If students attend more than one institution, they may be counted twice.
Source: Alberta Enterprise and Advanced Education, Student Aid

Glossary

Aboriginal Identity	Those individuals who reported identifying with at least one Aboriginal group (North American Indian, Métis, or Inuit), and/or those who reported being a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada, and/or those who reported that they were members of an Indian band or First Nation.
Applicant	An individual who applies to a program at a publicly funded post-secondary institution in Alberta.
Application	A request for acceptance into a program at a publicly funded post-secondary institution in Alberta.
Apprenticeship	A structured system of supervised training leading to certification in a designated trade, occupation, or craft. Programs involve a combination of on-the-job training and technical instruction, whereby an apprentice gains experiential learning and develops skills.
Block Transfer	A group of courses, such as a completed certificate or diploma program, that is accepted for transfer credit into a degree program.
CIP 2000	Classification of Instructional Programs (CIP) 2000 is a system of grouping instructional programs of study into higher-level categories for ease of use in data processing and information gathering.
Credential	A qualification resulting in the completion of a parchment program.
Full-Load Equivalent (FLE)	A measure of enrolment in which one FLE represents one student for a year of study (typically September through April) taking a full course load.
Full-time Student	An active student who is registered in the program for at least 60% of the full load of the program for the academic year in at least one session.
Geographic Service Region	Based primarily on county division boundaries, one of 10 areas of the province generally served by a Comprehensive Community Institution.
International Student	A student, in possession of a study visa, attending a publicly funded post-secondary institution in Alberta.
Parchment	The credential awarded to students who complete a program.
Part-time Student	An active student who is registered in the program for less than 60% of the full load of the program for the academic year for all enrolled sessions.
Program Band	One of nine high-level program groupings based on CIP 2000 categories designed to enhance the ease of data analysis and the communication and presentation of data.
Program Completer (Graduate)	Measured by the number of parchments awarded, a student who has been determined by his or her institution to have completed all program (graduation) requirements of a ministerial approved program and to whom the institution confers a parchment where a parchment is offered.
Sector	One of six categories of publicly funded post-secondary institutions in Alberta as defined in legislation: (1) Comprehensive Academic and Research Institutions, (2) Baccalaureate and Applied Studies Institutions, (3) Comprehensive Community Institutions, (4) Polytechnical Institutions, (5) Independent Academic Institutions, and (6) Specialized Arts and Culture Institutions.

Unduplicated Graduate Headcount	A measure of enrolment referring to the number of unique students that completed a parchment program at a publicly funded post-secondary institution in Alberta.
Unduplicated Student Headcount	A measure of enrolment referring to the number of unique students registered at and attending a publicly funded post-secondary institution in Alberta (full- and part-time, at any level).

Endnotes

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